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ABSTRACT

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts, with the aid of Middle School Teachers, counselors, and consultants, this resource guide for Grades 6-8 contains ideas and activities for incorporating a program of career exploration into the middle school curriculum. Intended to help children develop positive and realistic self concepts, wholesome work attitudes, and knowledge of the world of work and profitable use of leisure time, exploration activities are suggested by grade level for social studies, language arts, mathematics, science, art, music, home economics, industrial arts, and physical education. Sample lesson plans keyed to a generalization and developmental concept and containing rationales, objectives, teaching strategies, and evaluation suggestions are included for each subject matter area. A number of techniques are suggested for accomplishing the concepts, including field trips, resource persons, class discussions, films and filmstrips, and individual projects. Sample student materials and a bibliography of teacher and student references are included. A resource guide for Grades K-5 is available as VT 015 757 in this issue. (SB)

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CAREER DEVELOPMENT RESOURCE GUIDE

GRADES 6-8

THE DEPARTMENT OF EDUCATION OF HOWARD COUNTY
CLARKSVILLE, MARYLAND 21029

DR. M. THOMAS GOEDEKE, SUPERINTENDENT

VT015726

FOREWORD

Mrs. Media Pennington, Supervisor of Guidance and Testing, and Mr. Max Smith, Supervisor of Vocational Education and Industrial Arts, along with counselors and teachers of the county have worked diligently to prepare career guides for use in the elementary and middle schools. The current philosophy of vocational educators is that children should learn very early that they are living in a complex and changing world and that work is a definite part of this world.

This guide has been developed for the schools of Howard County and is termed an "enrichment guide" so that teachers of grades six through eight may join the experiences of students in the middle school program. The emphasis at this level has been placed on helping children to explore and understand their abilities, interests, values, and needs.

This guide may be used as a resource for ideas and activities that could be incorporated into any approved subject area of the curriculum. Suggested grade levels for each subject area are indicated.

This guide represents Phase II of the project for developing career information for the middle school program in Howard County. A guide for the high school will subsequently be developed.

Mary R. Hovet
Assistant Superintendent
of Schools

July, 1971

ACKNOWLEDGMENTS

This career development resource guide for the middle school (Grades 6, 7, 8) represents the second phase of a three year sequence, the first being a career development resource guide for the elementary school (Grades K-5), which was begun in the summer of 1970 and completed during the succeeding months. In the next and final phase, a career development resource guide for the high school (Grades 9-12) is currently planned for implementation by September, 1972. This project was funded by the Maryland State Department of Education under "Exemplary Projects", Division of Vocational Education.

The present guide is the result of several months' planning by the counselors' committee on occupational information under the direction of Mrs. Media Pennington, Supervisor of Guidance and Testing, and an intensive two week workshop composed primarily of middle school teachers and counselors.

The following people shared their vision, creative ability and experience in preparation of this guide:

PARTICIPANTS

Selden Adkins, Counselor, Howard Vocational Technical Center
Ada Bell, Counselor, Glenwood Middle School
Dorothy Carstens, Librarian, Mount Hebron High School
Margaret Chastain, Mathematics Teacher, Ellicott City Middle School
Mary Conker, Language Arts Teacher, Ellicott City Middle
Sherry Conklin, Social Studies Teacher, Glenwood Middle School
Linda Dunn, Social Studies Teacher, Glenwood Middle School
Odyssey Gray, Special Education Teacher, Waterloo Middle School
Carroll Haddaway, Social Studies Teacher, Clarksville Middle School
Sandy Haskell, Workshop Secretary
Hilda Heim, Language Arts Teacher, Ellicott City Middle School
Joyce Klein, Workshop Artist
Jeannette Lampron, Social Studies Teacher, Glenwood Middle School
Brenda Markley, Science Teacher, Patapsco Middle School
Edgar Markley, Counselor, Glenelg High School
Lea Mintz, Corrective Reading Teacher, Clarksville Middle School
Maxwell Perry, Social Studies Teacher, Waterloo Middle School
Emanuel Picek, Vice Principal, Waterloo Middle School
Roslyn Reed, Language Arts Teacher, Ellicott City Middle School
Jack Rininger, Mathematics Teacher, Waterloo Middle School
Jesse Smith, Social Studies Teacher, Patapsco Middle School
James White, Industrial Arts Teacher, Glenwood Middle School
Susan Wright, Home Economics Teacher, Patapsco Middle School

CONSULTANTS

Sharon Blaine, Student, Mount Hebron High School
Cecil Burton, Counselor, Atholton High School
Marilyn Carter, Student, Howard High School

Ralph Cole, Employment Specialist, Baltimore Urban League
Romaine Coleman, Student, Atholton High School
Dr. Frederick Czarra, Supervisor of Social Studies, Department of Education, Howard County
Pamela Coulter, Student, Glenelg High School
Katherine Day, Field Director, Academic Games Associates
Dr. James DiVirgilio, Secondary Schools Supervisor, Department of Education, Howard County
Marjory Elmendorf, Maryland State Department of Employment and Social Services
Dr. Mary Hovet, Director of Instruction, Department of Education, Howard County
Edward Hughes, Student, Howard High School
Ruth James, Maryland State Advisory Council for Vocational Education
Dorothy Quinlan, Supervisor of Media Services, Department of Education, Howard County
Max Smith, Supervisor of Vocational Education, Department of Education, Howard County
Judy Steigerwald, Student, Howard High School

COUNSELORS COMMITTEE ON OCCUPATION INFORMATION

Billy R. Smith, Chairman, Clarksville Middle School
Eleanor Hall, Ellicott City Middle School
Gladys Jacobs, Waterloo Middle School
Media H. Pennington, Supervisor of Guidance and Testing, Howard County Department of Education
Edwin Stockham, Waterloo Middle School
Sydney Wechsler, Atholton High School

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CAREER DEVELOPMENT IN THE MIDDLE SCHOOL -- AN OVERVIEW

Why should career development activities be planned for the middle school child? An integrated, sequential program of career development, beginning at the kindergarten level and continuing through high school, is vital for the child's total development in view of (a) the myriad of occupational options, and (b) such present day influences as automation and mechanization, the changing meaning of work and leisure, and the impact of scientific advances and technological changes on certain occupations. An extension of the basic academic and social skills and more advanced exploratory career development activities are essential if the middle school child is to successfully make the transition to high school and subsequently to a more effective life.

What career development concepts should be developed in the middle school? The career development activities in this guide are related to four basic concepts, all of which are applicable to all subject matter areas and grade levels (K-12). These concepts are:

1. Each child should develop a positive and realistic concept.
2. Each child should broaden his horizon in relation to the world of work.
3. Each child should develop wholesome attitudes toward all workers.
4. Each child should learn to utilize leisure time profitably.

Who should be responsible for planning career development activities in the middle school? To successfully plan and implement this program of career development, a team approach involving teachers, librarians, counselors, and administrators is recommended. While each team member is responsible for his specific area of planning and implementation, the classroom teacher is the key professional because of (a) his extensive daily contact with his students, (b) his understanding of the individual needs, interests and abilities of his students, (c) his knowledge of occupations related to his subject matter, and (d) the appropriate classroom time and space.

The librarian, as part of the professional team, serves as a resource specialist, helping teachers to more effectively plan classroom activities. In addition, she guides students, assists in their research and instructs them in the selection and use of the media available in the library.

The counselor's primary role in career development at the middle school level is to counsel students individually and in groups in order to help them (a) to better understand their abilities, aspirations, and needs and (b) to develop decision-making skills. The counselor, however, does not guide the student into making definite career decisions which may later prove to be premature -- the emphasis should always be on the career development concepts outlined above.

The counselor, because of his specialized training in career development, is available as a resource person in planning and facilitating certain aspects of the classroom activities. He may also serve in some schools as the co-ordinator of the total school career development program, providing the impetus and leadership in meeting program objectives.

As in any school program, the ultimate success rests with the school administrators. The administrators support and encourage the staff, interpret the program to the community, and facilitate the necessary scheduling and implementation of the total career development program in their school.

How should the career development concepts be implemented in the middle school? The subsequent sections of this guide suggest ways and means of providing career development experiences for each subject matter area and the appropriate grade level. No attempt is made at this level for an in-depth examination of any of the more than twenty thousand possible career choices, an unrealistic and impossible task.

In developing the four basic career concepts, the emphasis is on broad career development activities in which the child becomes personally and actively involved.

INTRODUCTION

CAREER DEVELOPMENT LESSONS

AND

SUGGESTED ACTIVITIES

GRADES 6, 7, and 8

by

SUBJECT MATTER AREAS

The purpose of this section is to provide sample exploratory career development lessons and suggested activities for each subject matter area for integration into the present middle school curriculum. These lessons and activities are in no way intended to supplant or diminish the importance of the current curriculum guides; rather, they are designed to supplement and enrich them. The teachers can adapt them as they see fit, taking into account such variables as their own personalities, their perceptions of their role in the career development process, and individual and group interests, needs, and abilities.

SOCIAL STUDIES

Grades 6, 7, 8

Concept 1

Each child should develop a positive and realistic self-concept.

Generalizations:

1. Each child should be aware that his self-image will help to determine his choice of work and way of life.

2. Each child should determine the difference between fantasy and reality in occupational choice.

3. Each child should be aware of failure and how to cope with failure situations.

4. Each child should determine the place of chance in occupational choice

Rationale:

Pre-adolescence is a gradual step from the world of fantasy into the world of reality. Therefore, the development of a positive and realistic self-concept should result in an easier transition into the realm of responsibility and decision-making as it relates to the world of work.

Concept 2

Each child should broaden his horizon in relation to the world of work.

Generalizations:

1. Each child should be aware of the variety of occupations.

2. Each child should arrive at a realistic description of the various occupations.

3. Each child should be aware of "jobs in the future."

4. Each child should be aware of the preparation needed for various occupations.

5. Each child should be aware of part-time and summer jobs.

6. Each child should develop general skills necessary to find future jobs.

7. Each child should be aware of local occupational opportunities.

8. Each child should be aware of the interrelationships among occupations.

9. Each child should be aware of the effect of personality on various jobs.

10. Each child should be aware of certain social expectations in the occupational world.

Rationale:

Success and happiness in life relate directly to one's ability to see the various paths he can travel. The child who envisions his life opportunities as virtually unlimited does not impose restrictions upon his potential.

Concept 3

Each child should develop wholesome attitudes towards all workers.

Generalizations:

1. Each child should broaden his concept of work.

2. Each child should gain an appreciation of the necessity of work.

3. Each child should develop a flexible attitude toward changes in occupations.

4. Each child should see education as a preparation for a full life.

Rationale:

Through meaningful learning experiences, young people should realize that there is honor and respect in all kinds of work. Since every occupation is necessary for the production of man's goods and services wholesome attitudes toward work should be developed.

Concept 4

Each child should learn to utilize leisure time profitably.

Generalizations:

1. Each child should be aware of relationships between leisure time activities and occupational choices.

2. Each child should be aware of local leisure time activities.

3. Each child should be aware of a variety of hobbies.

4. Each child should be aware of untapped creative talents and interests within himself.

5. Each child should be aware of optional life opportunities in the area of leisure time.

Rationale:

"All work and no play...." is one truism which has not lost its value through centuries of repetition. Man's life style is a marriage of his occupation with his leisure time. If wedded harmoniously, man's level of satisfaction and happiness should be commensurate with his desires.

SOCIAL STUDIES
SAMPLE LESSON - GRADE 6

Title: Family Tree
Unit: Culture

Rationale:
Knowledge of family origins and backgrounds enhances the students' understanding of the variety of jobs experienced within a compact group.

Concept 2:
Each Child should broaden his horizon in relation to the world of work.

Generalization:
Each child should be aware of the variety of occupations.

Strategy:
Materials: General Art Supplies
Methods:

1. Students trace back the origin of their names. Hopefully, some students' names will relate to a specific occupation.

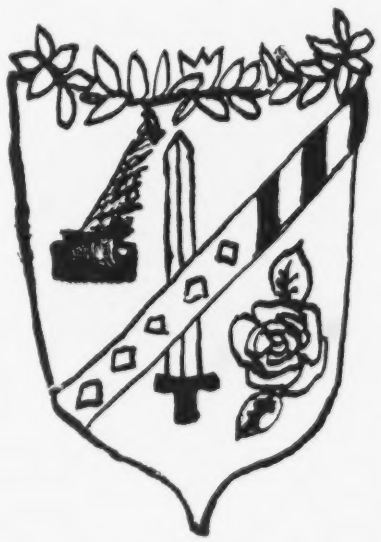
2. Students find out the occupations of relatives and ancestors. They incorporate this information into a family tree of occupations.

3. Using information from the first two activities, students design a family coat of arms.

Note: The language and art departments may be helpful in this project.

Evaluation:

Have the students do the activity Personality Coat of Arms. The students should design their own personal coat of arms. The drawing (or carving, etc.) should reflect his personality. To introduce this activity, show class a sample coat of arms (see illustration) and have them speculate on the type of person it would represent.



Note: Industrial Arts and/or Home Economics Departments may be helpful in completing this project. The coat-of-arms may be sewn, carved, blazoned, etched, etc.

SOCIAL STUDIES
SAMPLE LESSON - GRADE 6

Title:: No! Go! - Examining the Advantages and Disadvantages of Occupations.
Unit: Culture

Rationale:
When advantages and disadvantages of occupations are examined, students gain the ability to look at career opportunities in their proper perspective.

Concept 2:
Each child should broaden his horizon in relation to the world of work.

Generalizations:
Each child should arrive at a realistic description of the various occupations.

Strategy:
One student stands up in front of the class. He pretends to be a reprsentative of a certain occupation. The rest of the students stand in the back of the room. The teacher states one fact about that particular occupation (see teacher pull-out). The students in the back will run (or walk) to the front of the room if they agree that the fact read is an advantage. Those that feel the fact to be a disadvantage will remain in the back of the room.

As the teacher alternates positive and negative facts, the "scales should be tipped" to reflect the group's attitudes toward that particular occupation.

Variation: Students having no strong feelings on a particular statement could gather in the middle of the room.

Evaluation:
Have the students participate in the Cards Down Activity.

The students will have a pack of cards with a different occupation written on each card. A student will select one card from the deck. He then will put himself into a role-playing situation with the occupation. Any misconceptions which a child may display should be corrected.

SOCIAL STUDIES
TEACHER PULL-OUT FOR NO! GO!
GRADE 6

Profession: Doctor

Average Annual Income $40,000
10 Years of Preparation Beyond High School
Little Income Before Age 28
House Calls at all Hours
One in Ten have Malpractice Suits Pending
Homelife is constantly Distupted
Emotional Strain of Working with Sick and Sometimes Dying People
$5,000 to $10,000 Investment in Equipment and Furniture
Must hire a Receptionist and/or Secretary
High Social Regard in Community
Great Job Satisfaction
Life Expectancy is 10 Years Less Than Average Man
Constant Exposure to Communicable Diseases
Professional Courtesies Allow For Personal and Family Medical Care
Opens many Doors Barred to Less Prestigious Occupations

Directions: Cut out the parts to allow additional shuffling. Develop sheets for other occupations.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 6

Shoe Day

CONCEPT 2: Each Child should broaden his horizon in relation to the world of work.

GENERALIZATION: The child will become aware of the variety of occupations. The child will arrive at a realistic description of the various occupations.

UNIT: Culture

STRATEGY:

Materials: Shoes from various occupations
Method: Students collect shoes from people of various occupations. Students guess what occupation each shoe represents (look for such clues as color, tar, mud, etc.).

Variation: Other representative objects may be brought in. Relate activity to ability level.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 6

Blue Is for 'Businessman'

CONCEPT 2: Each child should broaden his horizon in relation to the world of work.

GENERALIZATION: Each child should be aware of the interrelationships among occupations.

UNIT: Exploration

STRATEGY: The teacher will hold up different colored sheets of paper. The students will tell the teacher which occupations they associate with that particular sheet.

Example:
If the teacher shows a white sheet of paper, some of the occupations which might be mentioned are:

- butcher
- nurse
- doctor
- lab technician
- cafeteria worker

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 6

Fun With Fantasy

CONCEPT 1: Each child should develop a positive and realistic self-concept.

GENERALIZATION: Each child should be able to determine the difference between fantasy and reality in occupational choice.

UNIT: Exploration

STRATEGY: Teacher darkens rooms and dramatically tells students to fold a piece of paper in half. On the top half they are to let their horizons be unlimited in writing what they would like to be in; indeed they could be anything. After a short length of time the teacher "brings students back to reality."

With the lights on, the teacher emphasized that the students are back down to earth and they are to write on the bottom half what they really think they will wind up doing.

The teacher then draws a ladder connecting the two halves of paper and explains that the purpose of career exploration involves making the dream half reality itself by showing that any job level can be achieved if the path to it is examined.

SOCIAL STUDIES
SAMPLE LESSON - GRADE 7

Title: Ladder of Success
Unit: Interaction

Rationale: Success and failure are integral parts of life. Man's ability to cope with both enables him to overcome the vicissitudes of life.

Concept 2: Each child should broaden his horizon in relation to the world of work.

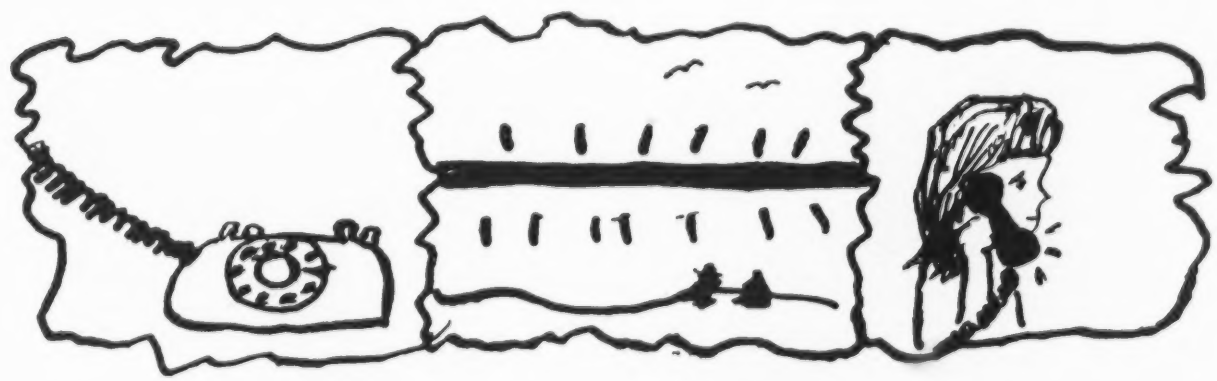
Generalization: Each child should arrive at a realistic description of the various occupations.
Each child should develop skills necessary to find jobs.
Each child should be aware of the effect of personality on various jobs.
Each child should be aware of certain social expectations in the occupational world.

Strategy:

Materials: Sheets for interviews with representatives of various jobs.
Correspondence from employment agencies.

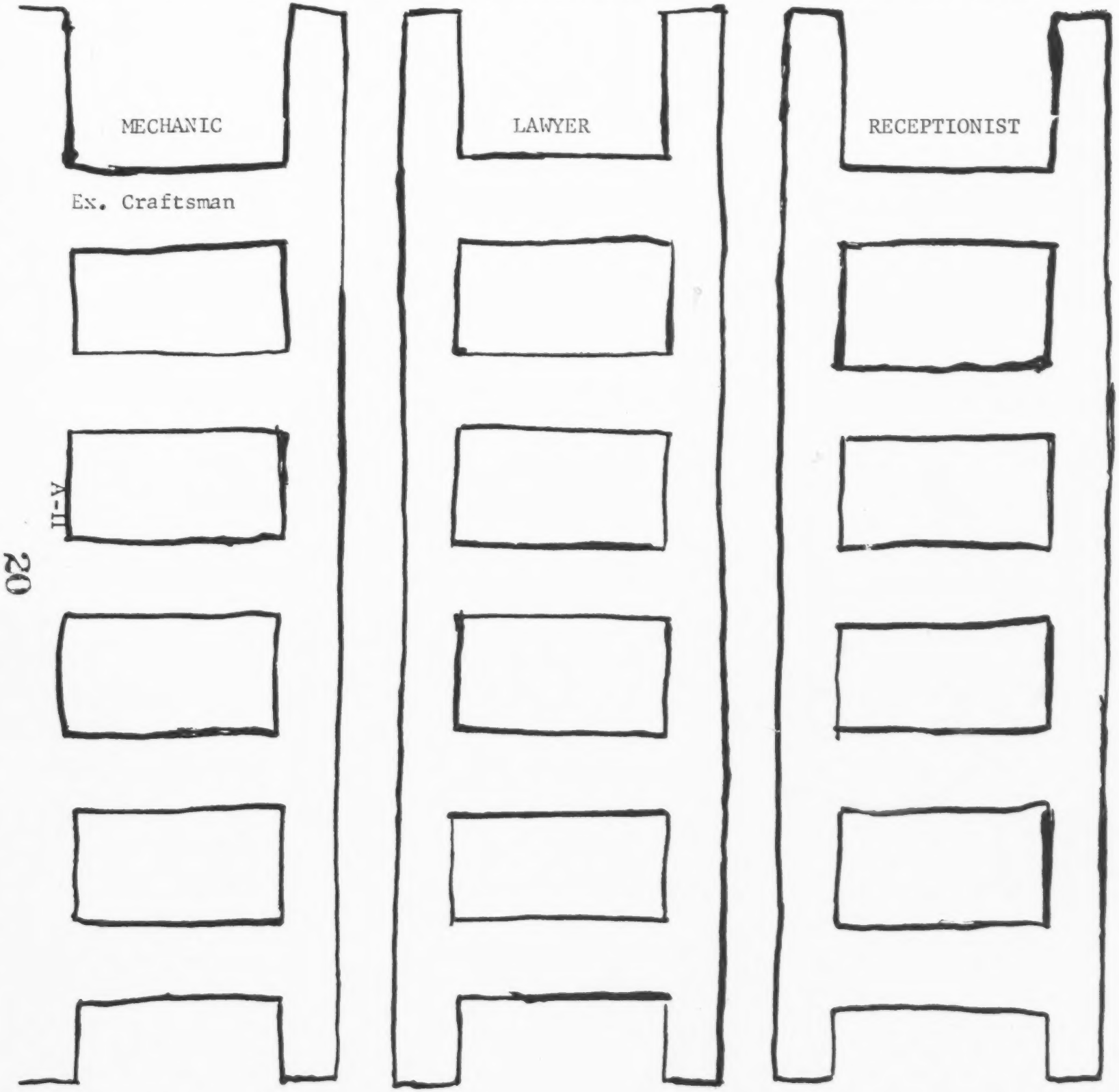
Methods: Students bring to class ideas from their interviews or letters from the employment agencies. They devise a ladder of success for each occupation that reveals personality, characteristics that the job requires, etc. (See sample).
A companion ladder would state the skills and education needed.

Evaluation: Person-to-Person activity in which students select several occupations for deeper investigations. They write to top representatives of these jobs and arrange for either a classroom hook-up in question-answer session or one phone call on a one-to-one basis. Careful planning of questions to be asked is a necessity. Students should shoot for the top.
Examples: Brooks Robinson, Governor Mandel, Martha Mitchell, etc.



TEACHER PULL-OUT
LADDER OF SUCCESS

Fill in the rungs on these ladders of success with the appropriate characteristics listed in the last column. Some characteristics may be used more than once.



AMBITION
ENERGY
PATIENCE
CRAFTSMANSHIP
NEATNESS
DIPLOMACY
PRIDE IN WORK
PLEASANTNESS
EDUCATION
UNDERSTANDING
ARTICULATE

SOCIAL STUDIES
SAMPLE LESSON - GRADE 7

Title: Getting It Together - Learning About Various Occupations
Unit: Interaction

Rationale: In broadening the students' scope of the field of work, an awareness of the interrelationships among vocations is necessary.

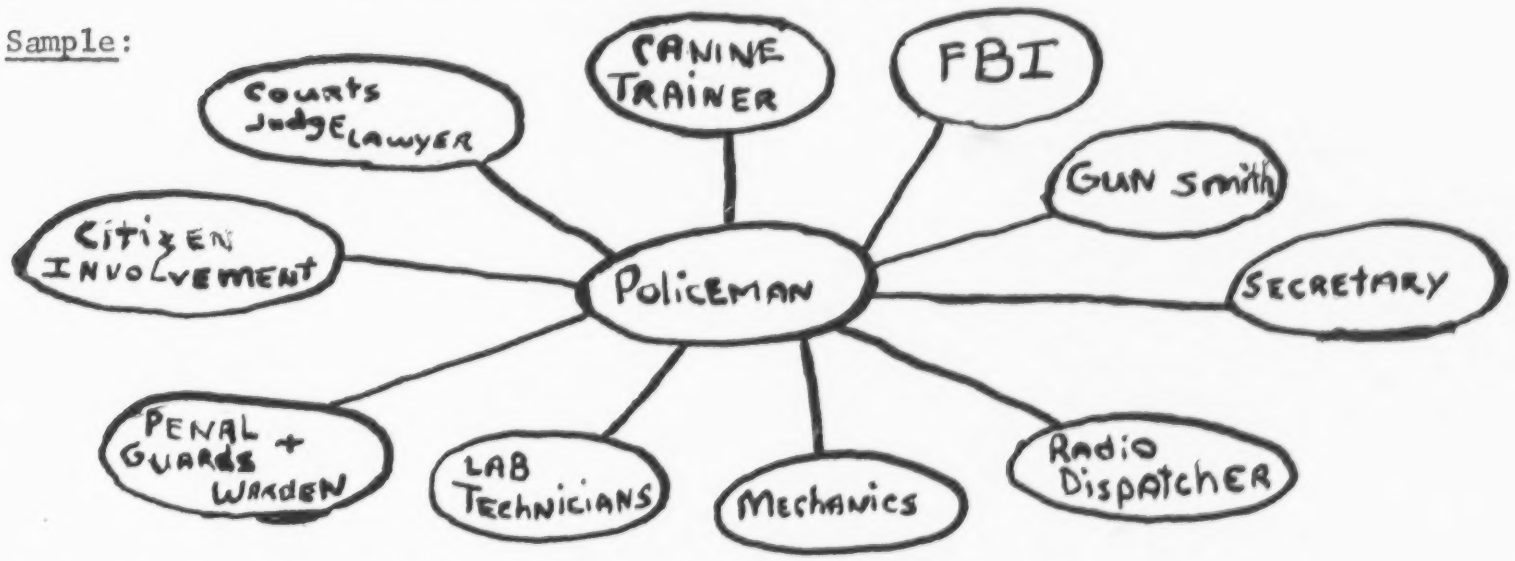
Concept 2: The child should broaden his horizon in relation to the world of work.

Generalization: The child should be aware of the interrelationships among occupations.

Strategy: Students make mobiles of job clusters. These can be hung all over the ceiling, creating a total classroom of occupational possibilities.

(For the job cluster, one occupation is chosen and a list is made of other occupations which are dependent upon, or relate to, that occupation.)

Sample:



Evaluation: Students make audio and/or visual collages of occupations. Multi-media presentations of local occupations may also be made.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 7

Famous People

CONCEPT 4: Each child should learn to utilize leisure time profitably.

GENERALIZATIONS:
(1) Each child should be aware of untapped creative talents and interests within himself.

(2) Each child should be aware of a variety of hobbies.

(3) Each child should be aware of optional life opportunities in the area of leisure time.

UNIT: Interaction

STRATEGY:

Materials: Autobiographical or biographical material on persons involved in this study.

Methods: Students discuss varied activities of prominent public figures which are not usually associated with the individuals.

Variations: Students may take surveys, present audio-visual presentations, etc. to represent the variety of these leisure-time activities.

Samples:
Eisenhower -- Art
Truman -- Piano
Agnew -- Needlework
Rosie Greer -- Needlework
Red Skelton -- Cooking

Questions to Consider--
What do parents do for leisure time activities?
Friends? Teachers? Women? Men?

SOCIAL STUDIES
ADDITONAL SUGGESTED ACTIVITY - GRADE 7

"This Land is Our Land"

CONCEPT 3: Each child should develop wholesome attitudes towards all kinds of work.

GENERALIZATIONS: Each child should develop a flexible attitude towards changes in occupations.

UNIT: Interaction

STRATEGY:

Materials: Records dealing with cities or specific geographic locations.

Methods: Students relate occupations and ways of life to songs about a city or other type of geographic location.

Discuss environment and its effect on people.

Samples: Ode to Billie Jo
Twenty Four Hours from Tulsa
I Left My Heart in San Francisco
Looking Out My Back Door
Sittin' on the Dock of the Bay
Galveston
Kansas City
Chicago
Give My Regards to Broadway
Eastside - Westside

Variation: Relate famous cities around the world to specific occupations usually related to each city.
(Grade 6 Unit: Culture)

SOCIAL STUDIES
SAMPLE LESSON - GRADE 8

Title: This Is Me
Unit: Understanding

Rationale:
Pictorial representation allows the child to communicate via another media and offers a path to greater self-examination.

Concept 1:
Each child should develop a positive and realistic self-concept.

Generalization:
The child should be aware that his self-image will help to determine his choice of work and way of life.

Strategy:

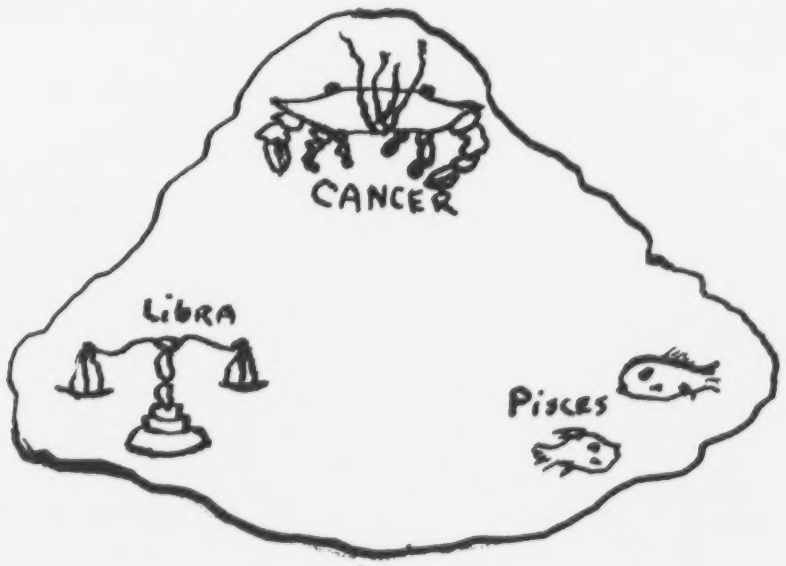
1. Begin this lesson witb a discussion of how a student could use pictures without words to express his likes and dislikes. Emphasize that a picture of an ice cream cone alone does not express likes or dislikes unless accompanied with a picture of a smile or frown. A cliff's edge with a gorge below does not indicate fear of height unless accompanied by a cut out of a shivering Charlie Brown.

2. Students develop notebooks in which they reveal themselves exclusively through pictures. Even their name is pictorialized.

3. These pictorial autobiographies may be also assembled into posters, collages, mobiles, autobiography covers, etc.

4. This exercise may be effectively teamed with English.

Evaluation:
Have the students find their sun sigh characteristics and recommended occupation in a horoscope book. This is a fun-type activity that can develop into a class discussion of vactors leading to occupational choices.



A-15

SOCIAL STUDIES
SAMPLE LESSON - GRADE 8

Title: Will I Qualify?
Unit: Economics

Rationale:
A familiarity with the techniques of advertising will increase the student's ability to communicate his skills to others.

Concept 2:
Each child should broaden his horizon in relation to the world of work.

Generalization:
The child should develop skills necessary to find jobs.

Strategy:

1. Students write advertisements representing themselves. The assignment can be expanded to include fathers, mothers, babysitters, or any imaginary person. Note: This might be a sensitive area for some students. It is better to stress occupations rather than personalities.

2. After writing their own ads students will then examine want ads in various newspapers revealing both information found in ads and the types of occupations available throughout the country.

3. After reading as many ads as possible, have the students practice writing their own ads. These might be humorous as well as serious.

Evaluation:
Using their knowledge of want ad content, students will write interview questionnaires. Students will interview parents and neighbors (preferably with portable tape recorders) so that the interviews can be played back for the whole class. If no tape recorders are available, questionnaire responses can be shared with class. Variations for interviewing would be on-the-job or on-the-street interviews. Interviews might be done in conjunction with the occupational fair.

FOR SALE
Need a warm home for the winter? Like to travel? Buy Keith Kangaroo. This week only. Included with purchase, one set of boxing gloves.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 8

CONCEPT 4: Each child should learn to utilize leisure time profitably.

GENERALIZATION: Each child should be aware of relationships between leisure time activities and occupational choices.
Each child should be aware of local leisure time activities.
Each child should be aware of the variety of hobbies.

UNIT: Understanding

STRATEGY:

Materials: Pictures of "Peanuts" characters.

Methods: Students cartoon Peanuts characters they identify with, defining leisure time activities thev associate with happiness.

Sample: "Happiness is swimming."

Variations: Make happiness collages; plan role playing activities.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 8

"Stereotyping - Developing Wholesome Attitudes Toward All Workers"

CONCEPT 3: Each child should develop a wholesome attitude toward all workers.

GENERALIZATIONS: Each child should broaden his concept of work.

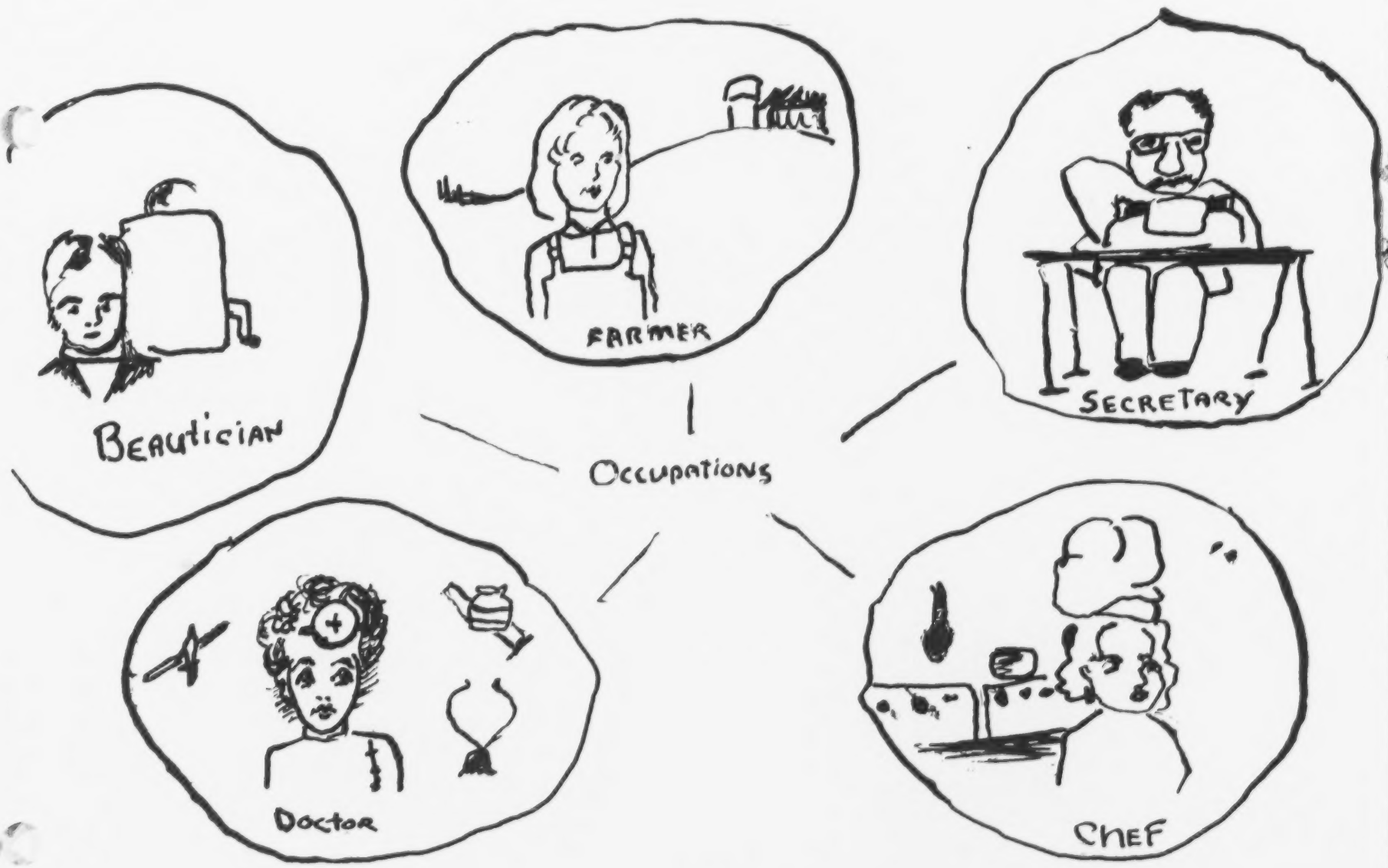
UNIT: Reinforces Advertising Unit (may be done under the Prejudice Unit)

STRATEGY:

Materials: Magazine advertisements

Methods: Students view commercials which stereotype certain individuals (Racial, Male-Female, Cultural Prejudice, etc.) Using video-tape, Super-8, in-class role playing, or any other acceptable method, students re-write and reproduce the commercials as they feel in a more logical sequence.

Motivational Device: Picture of a woman in a traditionally male occupational role. Elicit Reaction.



SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 8

"Comic Relief - Distinguishing Between Fantasy and Reality in Occupations"

CONCEPT 1: Each child should develop a positive and realistic self-concept.

GENERALIZATION: Each child should determine the difference between fantasy and reality in occupational choice.

UNIT: Understanding

STRATEGY:

Materials: Cartoon strips illustrating characters in various occupations.

Methods: Students analyze the characters in the comic strips.

Samples:

Winnie Winkle	Wizard of Id	Judge Parker
Andy Cap	Gil Thorpe	The Phantom
Tweedy	Mary Worth	Dick Tracy
B. C.	Mark Trail	Rex Morgan
Sally Bananas	Tarzan	Mary Perkins

Note: 1. Discussion may be held on the possibilities of men and women changing roles. (i.e. a lady Phantom and a male Sally Bananas).

2. Students may place themselves into role playing situations related to the occupations mentioned in the strips.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADE 8

Who Am I?

CONCEPT 1: Each child should develop a positive and realistic self-concept.

GENERALIZATIONS: (1) Each child should determine the differences between fantasy and reality in occupational choice.

(2) Each child should be aware of failure and how to cope with failure situations.

UNIT: Understanding

STRATEGY:

Methods: Students listen to and discuss records dealing with personal value judgments.

Variation: Students can make collages or draw pictures of their interpretation of the records.

Samples:
Up, Up, and Away
He's a Real Nowhere Man
My Way
Richard Cory
No Man is An Island

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADES 7 AND 8

"Comparisons - Looking at Average Salaries of Various Jobs"

CONCEPT 2: Each child should broaden his horizon in relation to the world of work.

GENERALIZATION: Each child should arrive at a realistic description of the various occupations.

GRADE 7
UNIT: Industrialization

GRADE 8
UNIT: Economy

STRATEGY:

Material: U. S. Labor Department Salary Reports

Method: Students make a large comparison chart of average salaries for different occupations.

Note: This activity will reveal that high salaries are not necessarily dependent upon high degrees of education.

The English department may be helpful in directing letter-writing activities for the reception of materials.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADES 7 AND 8

What's My Line?

CONCEPT 2: Each child should broaden his horizon in relation to the world of work.

GENERALIZATION: Each child will be aware of the variety of occupations.

GRADE 7
UNIT: Interaction

GRADE 8
UNIT: Interdependence

STRATEGY: One student will pretend to be of a certain occupation while others try to guess it by asking questions designed for 'Yes' or 'No' answers. One student may ask as many questions as he likes until he receives a 'No' answer. Someone else then proceeds. Each 'No' is worth five points to the student with the Mystery occupation. The total is fifty. If no one has guessed properly when fifty is reached, then he is the winner.

Variations: Contestants may be blindfolded with the mystery guest dressed up in the representative clothing.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITIES - GRADES 7 AND 8

"Get It Together - Portraying Occupations Through Records"

CONCEPT 2: Each child should broaden his horizon in relation to the world of work.

GENERALIZATIONS:
(1) Each child should be aware of the variety of occupations.

(2) Each child should arrive at a realistic description of the various occupations.

(3) Each child should be aware of the effect of personality on various jobs.

(4) Each child should be aware of certain social expectations in the occupational world.

GRADE 7
UNIT: Industrialization

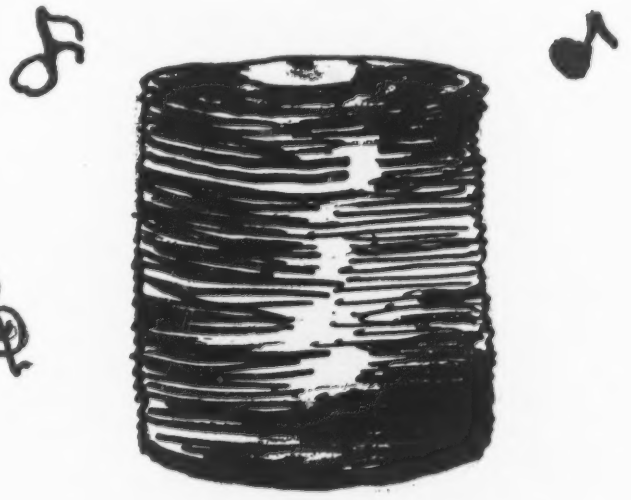
GRADE 8
UNIT: Economics

STRATEGY:

Materials: Records which portray various occupations.

Methods: After listening to each record students guess and discuss the occupation related to the song.

Samples:
John Henry
Big John
Erie Canal
16 Tons
Sky Pilot
Tiajuana Taxi
Mr. Business Man
Bonnie and Clyde
Wichita Lineman
House of the Rising Sun
Officer Crumky
Old Man River
Lookin' Out My Backdoor
I've Been Working On the Railroad
There's No Business Like Show Business



SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADES 6, 7, 8

Secret Places

CONCEPT 4: Each child should learn to utilize leisure time profitably.

GENERALIZATION: Each child should be aware of local leisure time activities.

GRADE 6: UNIT: Exploration
GRADE 7: UNIT: Interaction
GRADE 8: UNIT: Understanding

STRATEGY:

Method: Students compile a resource list of favorite places to spend time during their leisure hours.

Samples: Secret streams, hiking trails, teen centers, etc.

SOCIAL STUDIES
ADDITIONAL SUGGESTED ACTIVITY - GRADES 6, 7, 8

"The Real Classroom is Outside"

CONCEPT 2: Each child should broaden his horizon in relation to the world of work.

GENERALIZATION: Each child should be aware of the variety of occupations.
Each child should arrive at a realistic description of various occupations.
Each child should be aware of summer and part-time jobs.
Each child should be aware of local leisure time activities.

GRADE 6: UNIT: Culture
GRADE 7: UNIT: Interaction
GRADE 8: UNIT: Interdependence

STRATEGY:

Materials: Resource List

Methods: Students are taken on a well planned field trip of both county and city, preferably with a local historian.

Samples: Excursions to Columbia, including the Exhibit Building, Religious Center, on the spot construction sites, interviews with prominent local executives, etc.

SOCIAL STUDIES
TEACHER PULL-OUT - GRADE 8

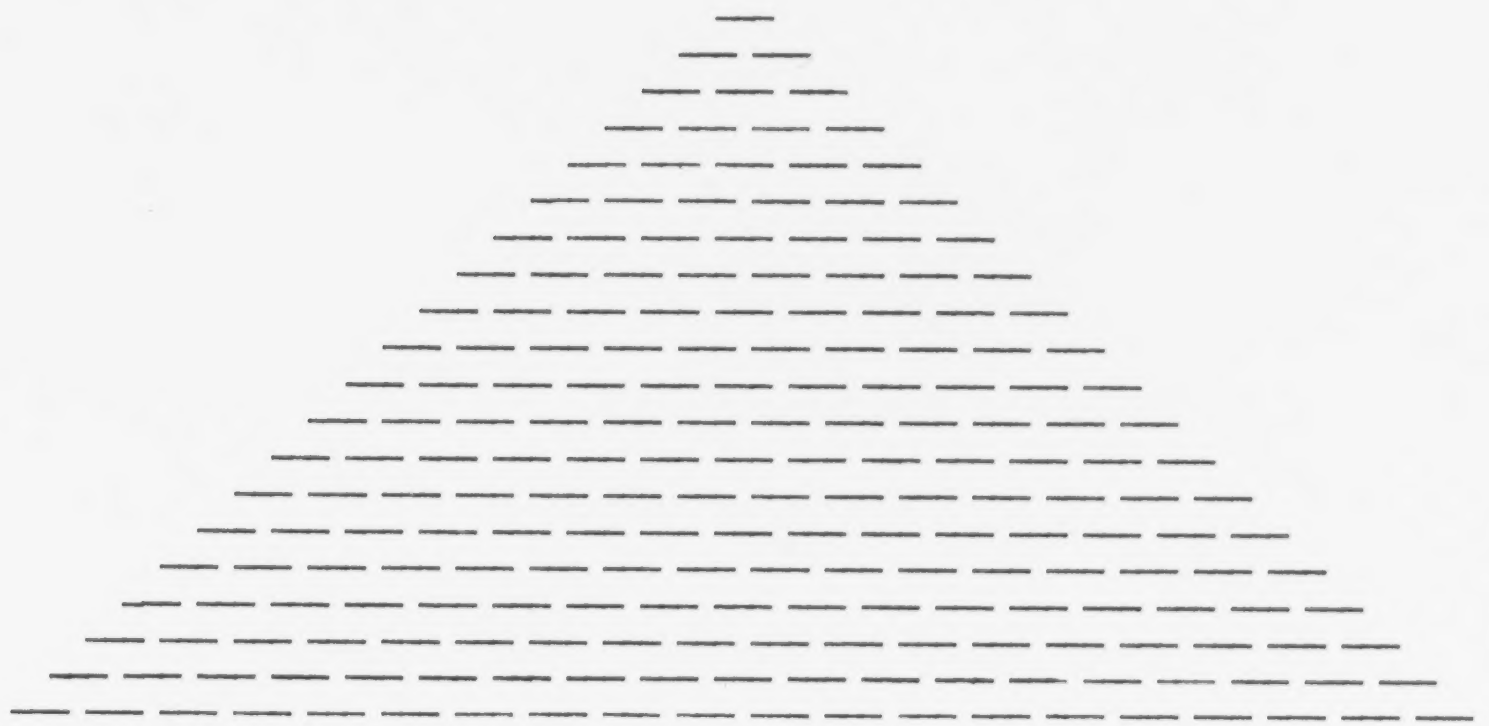
How Far Am I to Reaching My Goals?

Directions: Draw a line to indicate how close to your goals you have advanced.

Goal Begun		Goal Begun
o	EDUCATIONAL	o
o	CULTURAL ENRICHMENT (ex. music)	o
o	PHYSICAL GROWTH	o
o	PREPARATION FOR JOB	o
o	SPIRITUAL	o

SOCIAL STUDIES
TEACHER PULL-OUT

Occupations Pyramid (Grade 8)

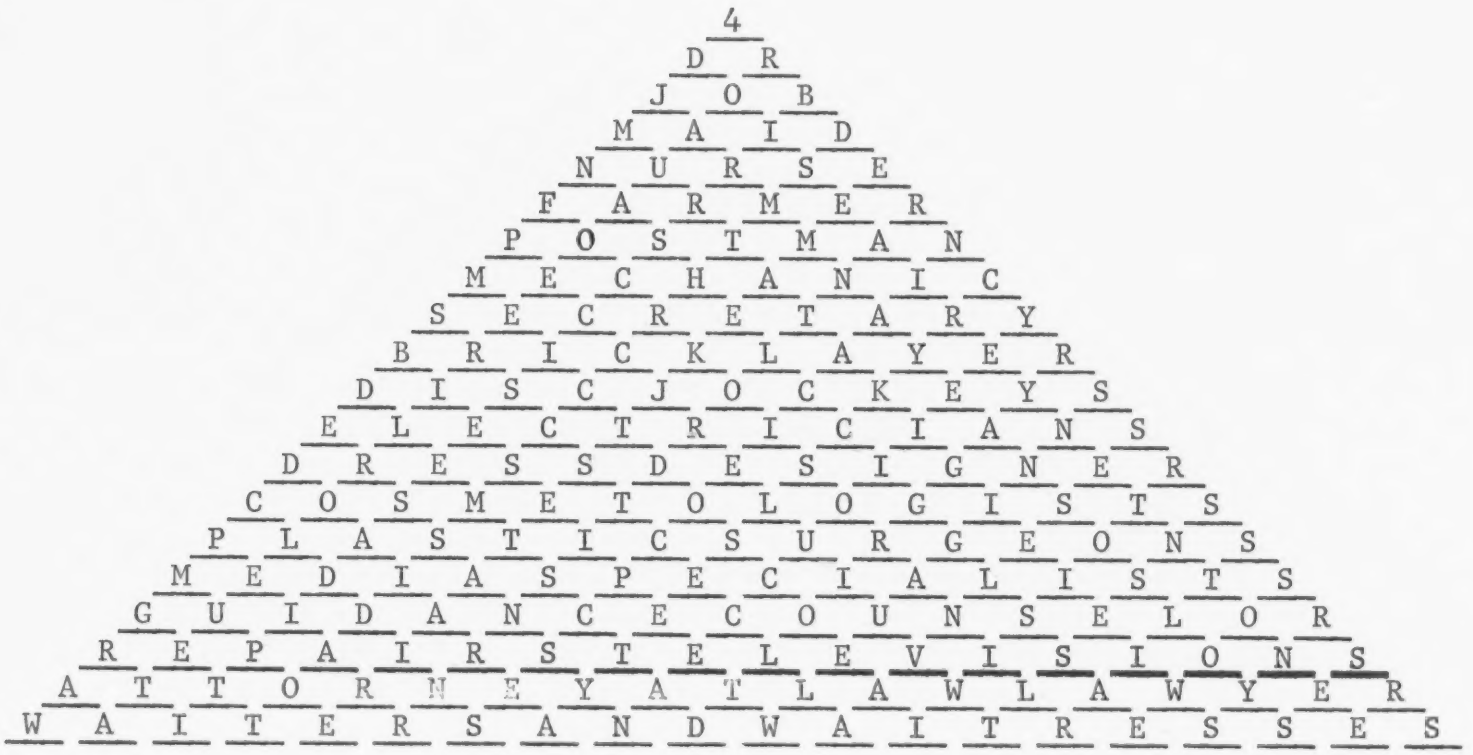


Direction: Fill in answers to the following on the pyramid.

1. The number of years of college needed to be a teacher.
2. The abbreviation for medical doctor.
3. Another name for occupation.
4. A person who assists in housekeeping.
5. A doctor's helper.
6. A person who raises crops.
7. A letter carrier.
8. A person who works on engines.
9. A person who does office work.
10. Another name for mason.
11. People who play rock music.
12. People who design electrical circuits.
13. A person who professionally sketches new styles.
14. People who work with hair. (Women's hair)
15. Doctors who work with skin grafts, face lifting, etc.
16. A new name for librarians.
17. A person in schools who may help students with career planning.
18. The job of a boob tube fixer.
19. Two terms for Perry Mason's profession.
20. People who work in restaurants (two words connected by "and")

SOCIAL STUDIES
TEACHER PULL-OUT

Occupations Pyramid (Grade 8)


4
D R
J O B
M A I D
N U R S E
F A R M E R
P O S T M A N
M E C H A N I C
S E C R E T A R Y
B R I C K L A Y E R
D I S C J O C K E Y S
E L E C T R I C I A N S
D R E S S D E S I G N E R
C O S M E T O L O G I S T S
P L A S T I C S U R G E O N S
M E D I A S P E C I A L I S T S
G U I D A N C E C O U N S E L O R
R E P A I R S T E L E V I S I O N S
A T T O R N E Y A T L A W L A W Y E R
W A I T E R S A N D W A I T R E S S E S

Directions: Fill in answers to the following on the pyramid.

1. The number of years of college needed to be a teacher
2. The abbreviation for medical doctor.
3. Another name for occupation.
4. A person who assists in housekeeping.
5. A doctor's helper.
6. A person who raises crops.
7. A letter carrier.
8. A person who works on engines.
9. A person who does office work.
10. Another name for mason.
11. People who play rock music.
12. People who design electrical circuits.
13. A person who professionally sketches new styles.
14. People who work with hair. (Women's hair)
15. Doctors who work with skin grafts, face lifting, etc.
16. A new name for librarians.
17. A person in schools who may help students with career planning.
18. The job of a boob tube fixer.
19. Two terms for Perry Mason's profession.
20. People who work in restaurants (two words connected by "and")

LANGUAGE ARTS
SAMPLE LESSON - GRADE 6

Title: Introduction to Career Thinking: Self-Appraisal

Rationale:

All people are individuals who have certain needs, feelings, and interests, which must be met according to one's feelings about himself.

Concept 1:

Each child should develop a positive and realistic concept.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. Each student should recornize his own needs, interests and feelings.

2. Each student should recognize the needs, feelings and interests that exist for students in his peer group.

3. Each student should recognize his unique role in the environment around him.

Teaching Strategies:

1. Self-appraisal (A Look at Myself) (Copies may be reproduced for students from accompanying self-appraisal chart).

2. The self-appraisal may be used on an exchange basis among students (without name of student who wrote this, so that students will recognize traits held in common with their peers).

3. Assign a composition expressing the feelings of students when they entered their new environment: "When I first walked into school I felt....." (for the purpose of realizing mutual feelings of fear, awe, uncertainty, etc.,).

4. In helping the student recognize his unique role in his environment, he may explore:

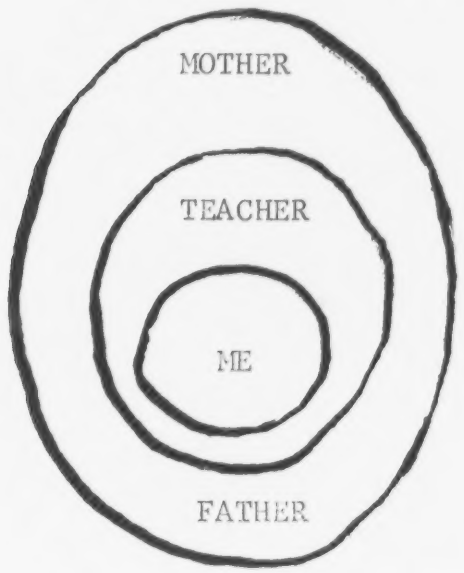
   a. His school environment by having the class read a story of how a student has adapted to a new environment - example: "An Extra Indian" - (Open Highways - Scott Foresman - Book 4).

   b. His home by a discussion of responsibilities and a follow-up skit showing what his responsibilities are at home.

c. His community by having the class discuss activities, such as, Boy Scouts, Girl Scouts, 4-H, Little League, etc.,. Students may bring in and display projects representing some of their involvements.

Evaluation:

Have children draw individual diagrams showing themselves as center and concentric circles showing those involved with him in his daily environment.



LANGUAGE ARTS
GRADE 6
SUGGESTED ACTIVITIES

SELF-APPRAISAL CHART

A Look at Myself

1. I believe that I would enjoy working with (people, myself, ideas, things, animals).
2. I feel that I would best work with my (hands, mind, both hands and mind).
3. I feel that I would like to work (indoors, outdoors, both).
4. I would like to work (in my community, in a nearby area, far from home).
5. I would like to live (in the country, in a small town, in the suburbs, in the city).
6. In my spare time I really enjoy _____.
7. I am very interested in learning about myself when I _____.
8. I felt especially good about myself when I _____.
9. My parents would like me to become a _____.
10. I would like to become a _____.

LANGUAGE ARTS
Grade 7

SAMPLE LESSON PLAN

Title: A Glance at Career Opportunities in the United States

Rationale:

There are numerous jobs available in the United States. It is important to be aware of the possibilities by starting to look closely at the immediate environment.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. The student should be made aware of the various jobs around him in school.

2. The student should be made aware of jobs in the community that he may not readily see.

3. The student should be made aware of the jobs that are available outside of school, community and surrounding areas.

Teaching Strategies:

1. "Hobo" Matching Cards Game - (Directions follow this suggested lesson plan.) "Hobo" is a fun activity, which gives the student a look at a variety of occupations.

2. Give out a list of analogies dealing with careers: rolling pin is to baker as typewriter is to typist. (See Occupational Analogies following lesson plan. Students may then make up their own analogies.)

3. Give the class the word maze of unusual occupations and have the students find various occupations in the maze. The class may then create their own mazes.

4. As a follow-up to the word mazes, the class may develop individual occupational crossword puzzles.

5. Write up an interview to use with someone to find out what his particular jobs entails. (For suggestions refer to Interview Page and Role Playing Situation Page.)

6. Have a panel of "What's My Line?" Set a time limit. Students may portray the job of the person interviewed in activity #5. Choose a panel of four or more students, each of whom will represent a worker. The class will have twenty chances to guess the "visitor's" occupation.

7. Write a business letter to a particular business firm inquiring about the jobs which are available in that business.

8. Have the class write a letter to a place that they wish to visit for a field trip to see the different types of occupations - Social Security Building, tour of various places of interest in Baltimore, such as: Fish Market, Pratt Library, Fort McHenry, Little Italy, McCormick Plant, etc.,.

Evaluation:

The students may write a report showing what knowledge they have acquired by participating in the activities above. Reports may be shared in discussion groups.

LANGUAGE ARTS
SUGGESTED ACTIVITIES

"HOBO" MATCHING CARDS GAME

Hobo, a game of cards, is to be played by two to five players. The purpose of the game is to match pairs of cards that represent an occupation and a tool or object that is representative of that occupation. For example: a secretary and a shorthand book would be a matched pair. The student who has the most correctly matched pairs is the winner. The loser is the person left with the Hobo.

Below is a list of suggested occupations and matching examples of these occupations. Teachers could add to this list suggestions from the class. Pictures taken from magazines and pasted on 3 x 5 flash cards or work done in art class could provide material for this game.

DIRECTIONS:

Deal out all the cards to the players. Each player looks at his hand, locating all the pairs. These pairs should be placed face up on the table. The occupational name and its tool should be said out loud. If the match is correct, the pair remains on the table. After each player clears his hand of pairs, he starts drawing a card in turn from the hand of the person on his left, going around the table. Each time he draws a card, he clears his hand of any pairs, again always saying its name. It is best not to let it be known when Hobo has been passed from one hand to the next.

The student drops out from playing once his hand is empty of all cards.

Hobo Playing Cards

proof reader - paper with errors circled
conductor - orchestra playing
engineer - men in cab of train
secretary - shorthand book
waitress - menu
clerk passing item across counter - hand at register
mechanic - jack
gas station attendant - gas pump
street cleaner - broom
farmer - plow
laborer - shovel
nurseryman - plant beside a pot
nurse - thermometer beside a nurse's cap

doctor - stethescope
jockey - horse
artist - palette
painter - can of paint with big paint brush
housekeeper - dust mop
conductor - ticket to outstretched hand
airline stewardess - passenger boarding plane
paper boy - Evening Star - 10¢ (newspaper)
postman - mail box
baby sitter - children reaching for game
beautician - hair rollers on a head
blacksmith - horseshoe
teacher - pointer to an overhead projector
telegrapher with hand sending message on telegraph key - Morse code
chauffeur - man opening car door
chef - decorated cake
librarian - shelf of books
hobo

OCCUPATIONAL ANALOGIES

Each of the sentences below are incomplete analogies where an occupation is associated with some item it uses or makes. Try to complete each sentence by choosing the occupation best defined by its example. (Example: Shorthand is to secretary as a blackboard is to a teacher.

1. Corrections are to a proofreader as paintings are to an artist.
2. Mailbox is to a postman as a limousine is to a chauffeur.
3. Gas is to a gas attendant as a newspaper is to a newspaperboy.
4. Hair styling is to a beautician as a decorated cake is to a baker.
5. Shovel is to a laborer as a menu is to a waitress.
6. Cap is to a nurse as a badge is to a policeman.
7. Baton is to a conductor as a plow is to a farmer.
8. Mop is to a housekeeper as a typewriter is to a typist.
9. Book is to librarian as plants are to a nurseryman.
10. Pen is to an artist as horse is to a jockey.

LANGUAGE ARTS
SAMPLE LESSON - GRADE 8

Title: Working Toward Career Decisions

Rationale:

The student should now become aware of the educational choices and decisions to be made preparatory to life work.

Concept 1:

Each child should develop a positive and realistic self-concept.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. The student should take a realistic view or approach at working toward career decisions.

2. The student should be made aware that the counselor is a resource person.

3. The student should be made aware of the resources available for investigating careers.

Teaching Strategies:

1. Use the Self-Appraisal sheet (inventory) to have students see themselves more realistically.

2. The councelor may be called upon for help with reviewing test scores, selection of high school courses, etc.,.

3. A table may be set up using pamphlets, books, slides and tapes, stories and pictures, many of which the students have created themselves. (See Utilizing Community Resources page for additional suggestions.)

4. Games - role playing and other classroom activities may be incorporated in the lesson.
Charades: An individual student chooses an occupation to describe to the class. By acting out the various movements in his chosen occupation, he attempts to pantomine it for the class. Separate the class into teams to compete in guessing the job.

5. Using a common tune, have each student write a song on a different occupation. The class may sing these songs to be taped for a

listening activity. The two sample songs found in this lesson may be used to stimulate creativity.

Evaluation:

1. Make a chart or list having the students give the reasons why they should or should not go to college.

2. The students could have a debate or panel discussion about what types of careers they could be thinking.

Song Example 1: Tune: "Jingle Bells"

Styling Hair, Styling Hair!
To make you gals look neat.
So that hubby's when at home
   will see their wives look neat.
Fixing twirls, fixing swirls,
   Maybe a French bob,
Don't let feminine society look
   like crummy slobs.
You'll do perms, you'll do
   dyes, frosting is a treat
Being a beautician is an
   occupation complete.

Song Example 2: Tune: "Jingle Bells"

Working is my truck
To make the might buck,
Oh! but it is fun,
To drive through night and sun.
I control the road
As I carry my big load.

Oh--truck driving, truck driving
Man it sure is swell,
Any job can be this way
If you work at it well.

LANGUAGE ARTS
GRADE 8
SUGGESTED ACTIVITY

SELF-APPRAISAL CHART

1. I believe that I would enjoy working with (people, myself, ideas, things, animals).

2. I feel that I would best work with my (hands, mind, both hands and mind).

3. I feel that I would like to work (indoors, outdoors, both).

4. I would like to work (in my community, in a nearby area, far from home).

5. I would like to live (in the country, in a small town, in the suburbs, in the city).

6. In my spare time I really enjoy _____.

7. I am very interested in learning about myself when I _____ _____.

8. I felt especially good about myself when I _____.

9. My parents would like me to become a _____.

10. I would like to become a _____.

11. Do you like to do detailed work?

12. Do you like to compete with others?

13. Do you enjoy doing a variety of things?

14. What do you consider an honest day's work?

15. Would you enjoy having a job that has certain drawbacks (such as; lack of promotion)?

16. Do you always like to know what's coming next?

17. Do you like to run occasional risks?

18. Would you like to be a leader of a group or a member of a group?

19. What would you consider convenient working hours?

20. Would you enjoy an occupation that requires traveling?

21. Do you like eating good food?

22. What goal do you wish to achieve in life?

LANGUAGE ARTS
GRADE 8
SUGGESTED ACTIVITY

MY PERSONAL TRAITS

In this evaluation you are going to concern yourself with your personal traits and abilities. After you have completed your evaluation, study it very carefully, because it will give you a fairly good picture of yourself. It will tell you something about your traits and abilities. It will point out your strong and weak points. It will show you where you need improvement. Of course, this evaluation won't tell you everything, but it does give you a good start in your planning.

Check which applies to you.

1. I am a friendly person. Yes _____ No _____ ? _____
2. I like to be with people. Yes _____ No _____ ? _____
3. I get along well with people. Yes _____ No _____ ? _____
4. I get upset very easily. Yes _____ No _____ ? _____
5. I am usually pleasant. Yes _____ No _____ ? _____
6. I lose my temper very quickly. Yes _____ No _____ ? _____
7. I worry a lot. Yes _____ No _____ ? _____
8. I have a lot of patience. Yes _____ No _____ ? _____
9. I'm usually considerate of others. Yes _____ No _____ ? _____
10. I like to plan school activities. Yes _____ No _____ ? _____
11. I lack confidence in myself. Yes _____ No _____ ? _____
12. I like school. Yes _____ No _____ ? _____
13. I like to read. Yes _____ No _____ ? _____
14. I like to speak before groups. Yes _____ No _____ ? _____
15. I am kind. Yes _____ No _____ ? _____
16. I am honest. Yes _____ No _____ ? _____
17. I can keep a secret. Yes _____ No _____ ? _____
18. I am dependable. Yes _____ No _____ ? _____
19. I am prejudiced toward others. Yes _____ No _____ ? _____
20. I have a sense of humor. Yes _____ No _____ ? _____

LANGUAGE ARTS
GRADE 8
SUGGESTED ACTIVITY

MY ABILITIES

1. I learn easily. Yes _____ No _____ ? _____

2. I can read well. Yes _____ No _____ ? _____

3. My grades are average or better. Yes _____ No _____ ? _____

4. I have a good memory. Yes _____ No _____ ? _____

5. My mental ability is average or better. Yes _____ No _____ ? _____

6. I possess average or better abilities in one or more of the following:

_____	Athletic	_____	Scientific
_____	Artistic	_____	Dramatic
_____	Mechanical	_____	Speaking
_____	Musical	_____	Selling
_____	Mathematical	_____	Dancing

Career Development Service

The Principal's Manual. Junior High School and Middle School. 1969. Palmer Publications, Inc. Easton, Pennsylvania.

LANGUAGE ARTS
SAMPLE LESSON PLAN - GRADE 8

Title: Language Arts on the Job

Rationale:

There are job opportunities directly related to the field of Language Arts.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. The student should be made aware of the job opportunities available in the field of Language Arts.

2. The student should examine his abilities and interests to determine whether he should pursue a career in Language Arts.

Teaching Strategies:

1. Have the class compile a list of careers related to Language Arts from their frame of reference; i.e., from the world around them and from their English studies writers, radio announcers, etc.,.

2. The teacher should specifically point out job opportunities related to certain units being taught. (See Suggested Newspaper Unit Activities) Example: Newspaper unit, telephone unit, library unit.* *Teacher refer to Guidance Activities for Secondary Secondary School Teachers, Munson, Harold, Guidance Activities for Teachers of English SRA Re-order number 5-134.

3. A sample maze and related crossword puzzle follow this lesson plan.

4. After reading biographies and auto-biographies about famous people, discuss what motivating forces influenced their decision, to enter their chosen occupation. Interest may be generated by listing the changes they have made in the jobs which they held. If broken down by decades or fifteen year periods, for example, students may see that age may or may not change the way a person feels about a certain occupation. For example, Albert Schweitzer, held many different kinds of jobs in his lifetime.

5. Have each student read a biography of his choice and give a report to the class. He should point out in his report how childhood influences assist in achieving goals, obstacles, handicaps overcome, and education affected his achieving his goal and allowed him to contribute to society.

Evaluation:

Invite guidance counselors to have a panel discussion with members of the class on various aspects to consider in choosing a Language Arts career.

LANGUAGE ARTS
Grade 8

Suggested Newspaper Unit Activities:

1. Compare Help Wanted Ads with Situation Wanted Ads that students have brought into the class.

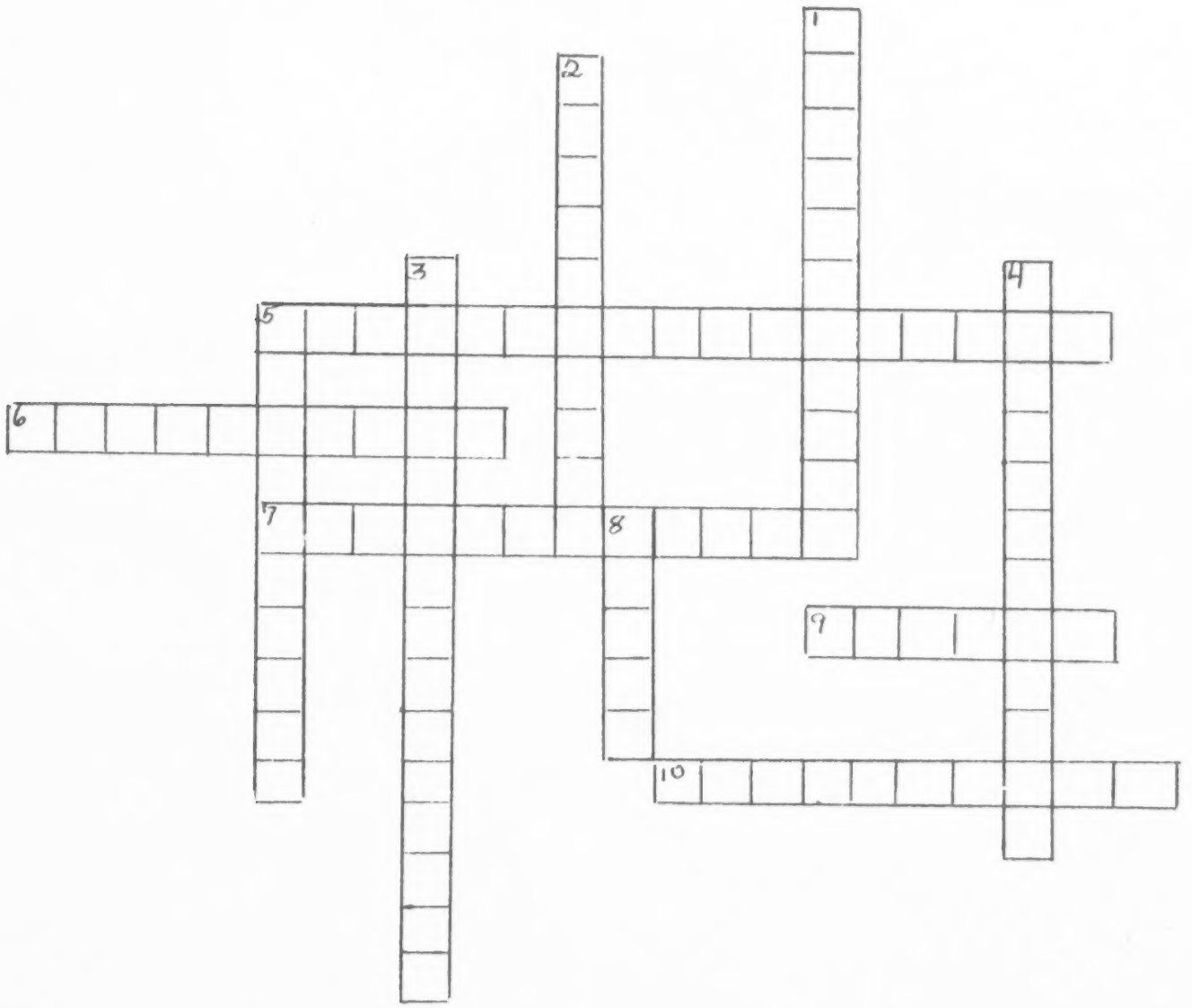
2. Students should investigate how different jobs are advertised in in the newspaper.

3. As a follow-up, students should practice writing a Help Wanted Ad showing a job to be filled and a Situation Wanted Ad showing their skills which they feel would fulfill requirements for a specific job.

4. A letter could be composed by students to one of the companies advertising in the paper.

LANGUAGE ARTS
GRADE 8
SUGGESTED ACTIVITY

CROSSWORD PUZZLE OF OCCUPATIONS

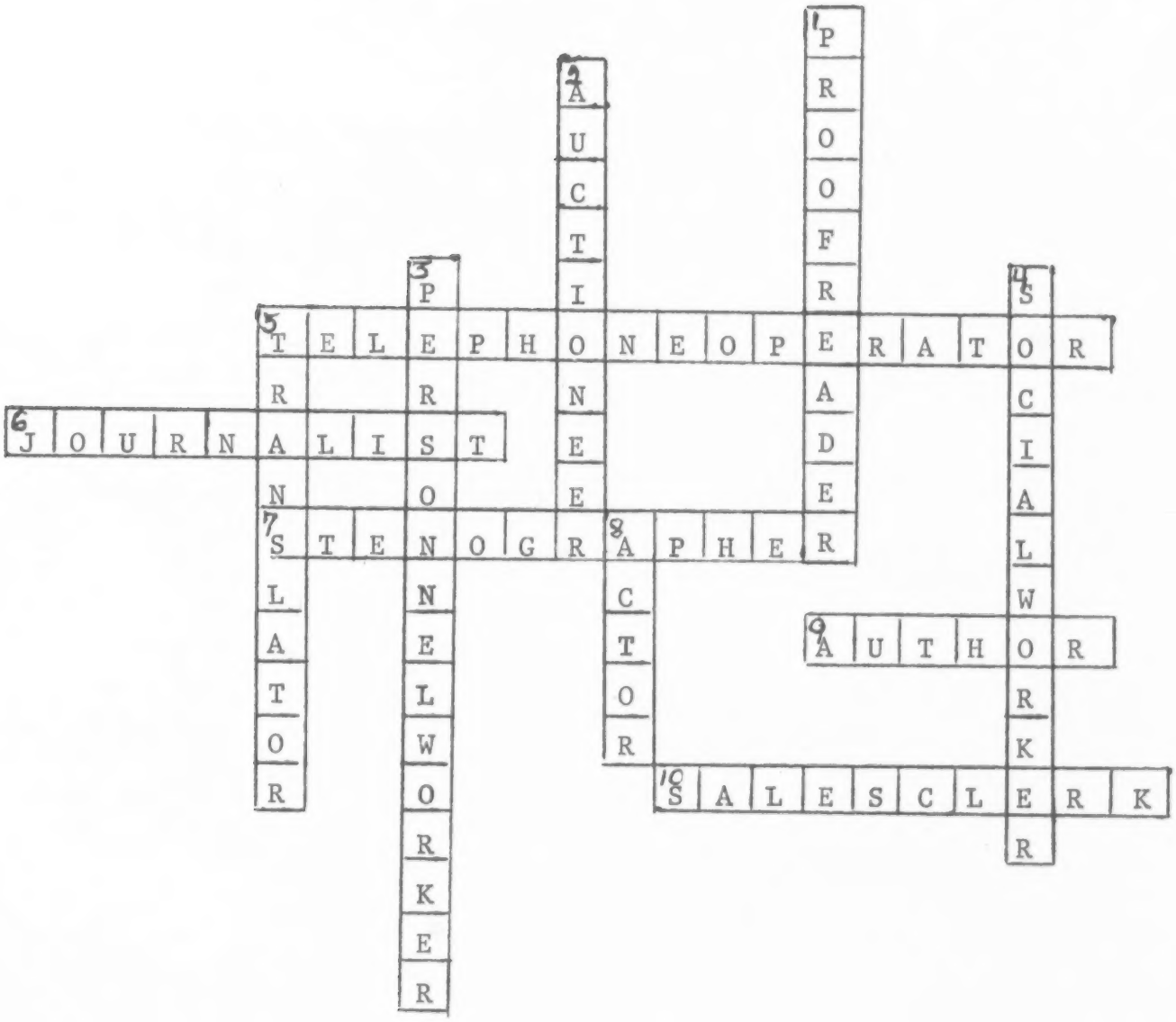


Directions:
The answers to this puzzle are to be found on the Language Arts Word Maze

Down:
1. A person who reads and makes corrections in printer's proof.
2. A person who is in charge of an auction, or who makes a business of running auctions.
3. A person employed in interviewing and helping others adjust.
4. A person who works with the welfare of human beings
5. One that turns thoughts from one language to another.
8. One who acts in a play or motion picture

Across:
5. One who relays calls from one area to another.
6. An editor of or writer for a newspaper.
7. A person skilled in the art of writing in shorthand.
9. A person who writes something like a book or a play.
10. A person whose occupation is selling.

LANGUAGE ARTS



Solution to puzzle on page B-15

WORD MAZE - RELATED TO LANGUAGE ARTS

T	C	A	R	E	E	R	S	R	E	L	A	T	E	D	T	O	L	A	N	G	U	A	G	E	A	R	T	S	A	E	I	O
E	A	C	L	E	R	K	W	P	A	E	C	B	A	I	A	E	I	O	U	W	A	E	I	O	U	W	E	A	O	U	W	Y
L	E	T	E	A	E	I	O	U	R	I	T	O	E	O	S	T	E	N	O	G	R	A	P	H	E	R	W	L	A	I	E	T
E	I	O	C	I	O	A	E	I	O	I	R	O	U	W	A	E	I	H	O	U	W	A	E	I	O	U	A	E	O	U	I	C
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H	E	I	U	A	E	A	E	I	O	U	S	S	I	O	D	E	M	O	N	S	T	R	A	T	O	R	E	M	U	W	B	H
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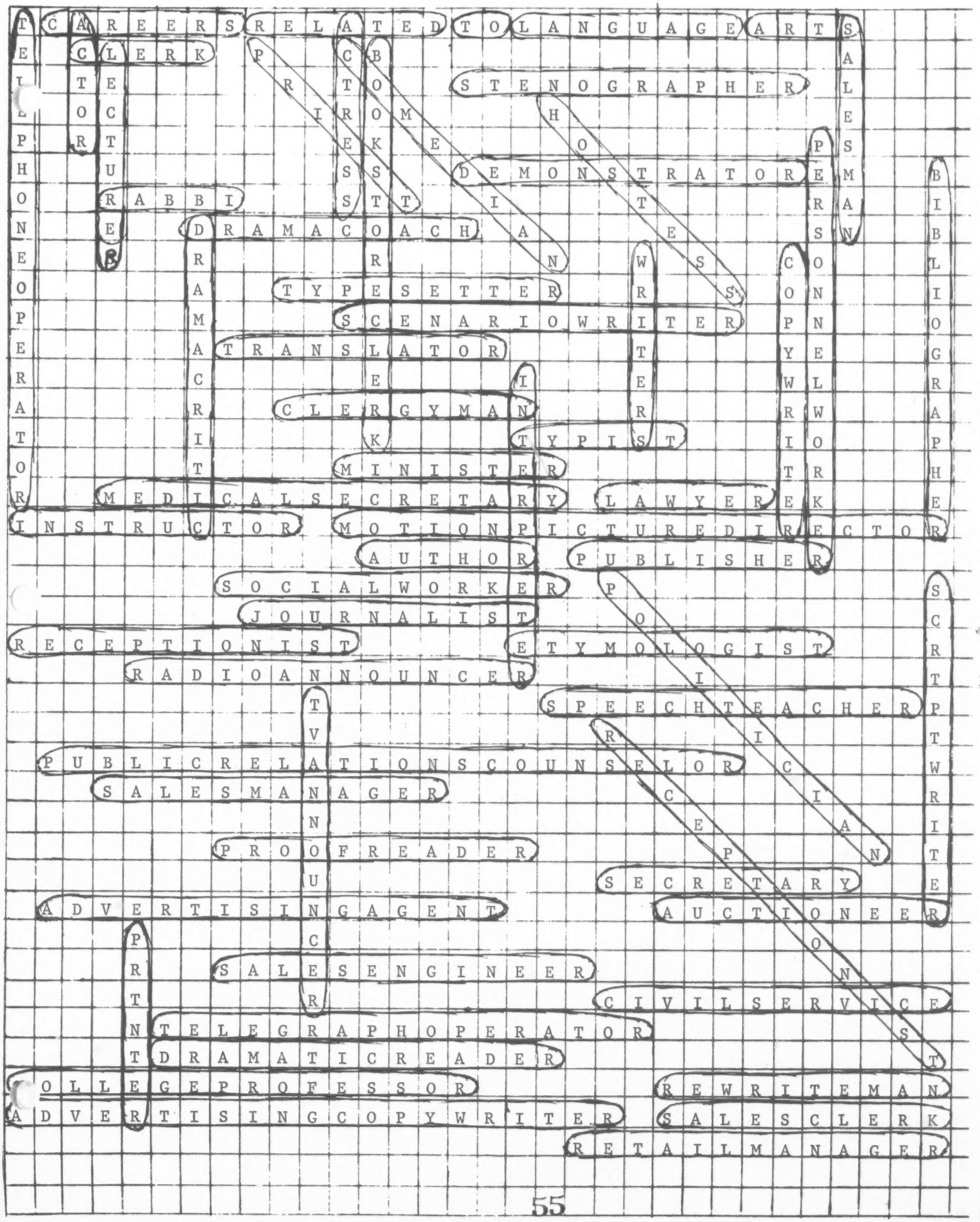
A	E	U	I	O	W	E	A	I	O	U	W	A	E	I	O	U	W	I	R	E	T	A	I	L	M	A	N	A	G	E	R	P

Letters filled in between occupations are vowels + W

B-17

WORD MAZE - CAREERS RELATED TO LANGUAGE ARTS

Answer sheet



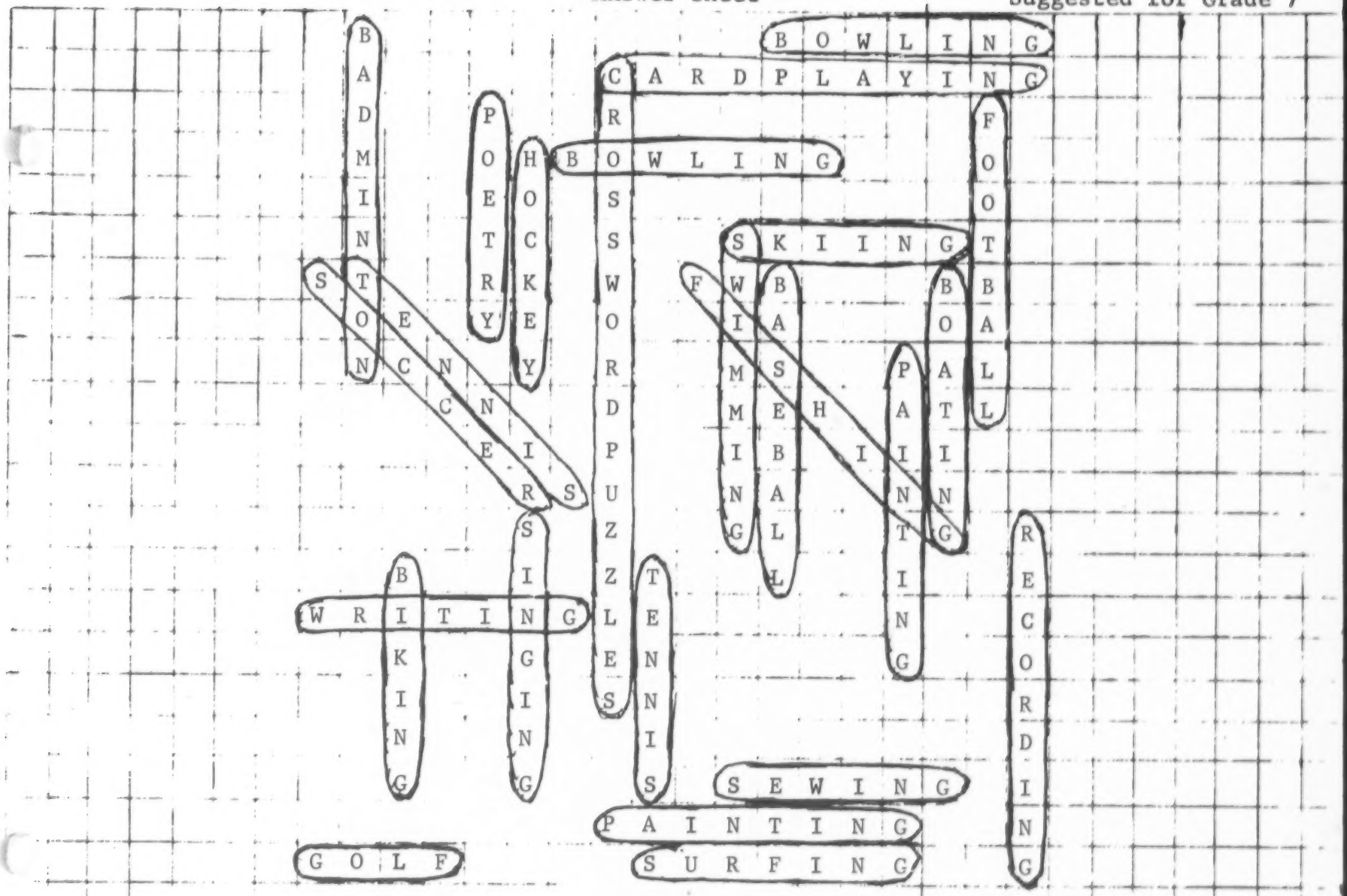
LEISURE ACTIVITIES MAZE

B B C A L M Q R J S P B O W L I N G
D A J O P I T C A R D P L A Y I N G
E D U B P O M R E R S R S Y T M F O
H M H F O H B O W L I N G C E R O C
O I E L E O K S A S T Z H U T T O E
L N C T T C O S E I S K I I N G T F
S T M A R K R W C F W B E M L B B H
U O E R Y E L O E D I A C H I O A I
W N C N D Y A R I L M S L D P A L C
Y A M C N B M D M E M E H O A T L L
Z L O R E I E P I P I B L I I I E T
B B C O C R S U Z N N A K C N N L B
K E T B B S B Z Z L G L I Y T G C R
E B B T A I D Z T P Z L D T I O R E
W R I T I N G L E T T E R S N K P C
B A K K M G U E N M E K D K G Z M O
V E I U I I M S N L N C B A T L C R
M I N A T N R G I P N R B T U C D D
L O G R L G G K S E S E W I N G D I
Y U L T K S E P A I N T I N G G B N
G O L F C K R S U R F I N G Z S K G

LEISURE ACTIVITIES MAZE

Answer Sheet

Suggested for Grade 7



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FILMED FROM BEST AVAILABLE COPY

UNUSAL OCCUPATIONS AND PROFESSIONS MALE

A	M	I	G	R	A	N	T	W	O	R	K	E	R	S	O	V	R	I	C	O	M	B	I	N	Z	N	O	T
S	G	O	F	A	T	R	O	F	G	H	F	K	L	M	O	Z	T	R	S	O	M	G	H	I	Z	V	O	T
T	O	C	E	A	N	O	G	R	A	P	H	E	R	C	O	A	Z	L	T	E	P	H	C	I	M	P	E	E
	F	A	S	R	D	Z	H	L	M	C	S	E	T	R	C	B	D	V	S	T	M	O	Z	A	K	J	B	D
C	M	A	R	I	N	E	B	I	O	L	O	G	I	S	T	B	T	G	E	U	W	O	A	X	T	P	D	N
G	S	C	T	K	N	O	Y	S	T	E	R	M	A	N	P	U	K	A	C	E	G	I	K	M	O	Q	S	U
B	T	D	R	P	K	S	R	W	N	J	C	L	W	O	X	M	G	M	D	K	V	B	T	V	B	C	L	U
L	O	E	I	Z	O	I	T	B	A	C	P	R	N	B	V	E	C	R	S	O	M	E	R	G	M	N	P	Q
M	E	F	V	M	R	M	O	R	+	I	C	I	A	N	D	V	L	B	O	T	V	B	X	I	P	Z	T	T
G	A	R	E	K	W	X	Y	O	T	N	G	B	C	B	U	S	V	E	X	A	L	T	V	T	Q	X	D	M
H	G	R	A	V	E	D	I	G	G	E	R	B	H	T	B	U	S	P	O	Y	T	P	C	D	G	R	C	L
S	B	S	O	T	A	E	T	T	P	D	J	W	C	E	B	E	L	L	B	O	Y	C	P	C	D	G	R	C
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O	D	F	N	A	B	L	V	Z	B	T	V	E	K	S	B	O	V	E	M	T	C	S	P	P	O	S	M	Z
C	E	B	S	R	E	B	E	P	I	A	N	O	T	U	N	E	R	U	E	D	C	B	K	E	T	B	A	C
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F	S	I	R	M	R	Y	W	E	G	M	L	E	D	E	D	Z	T	R	A	U	Z	D	B	P	D	C	Z	D
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X	W	K	O	B	U	V	B	D	I	M	U	U	L	G	B	T	S	T	R	G	M	N	O	L	M	D	T	O
Y	Y	L	B	T	R	O	W	E	M	C	B	R	O	A	F	A	S	R	T	U	B	Z	M	D	O	S	T	U
Z	O	M	R	M	R	V	P	R	A	D	L	G	M	G	B	T	K	F	M	A	B	T	O	M	S	T	J	U
T	U	O	I	C	P	B	A	E	T	C	V	E	D	B	S	R	D	A	S	U	L	L	A	N	O	M	T	Y
A	B	P	C	F	C	Y	D	V	E	D	R	O	I	L	D	E	L	V	V	E	R	Y	M	A	N	S	T	U
C	R	Y	K	L	K	X	Z	R	W	D	B	N	B	K	U	Z	T	O	M	M	A	T	T	S	I	O	T	B
D	O	U	P	H	O	L	S	T	E	R	E	R	C	L	B	Z	J	O	H	N	U	N	I	M	A	T	T	E
I	O	Z	P	M	O	P	D	L	M	D	E	R	M	A	T	O	L	O	G	I	S	T	O	K	L	M	K	E
J	A	P	Z	K	O	C	T	R	D	P	G	L	K	M	O	Q	O	L	M	K	L	D	O	V	E	K	S	T
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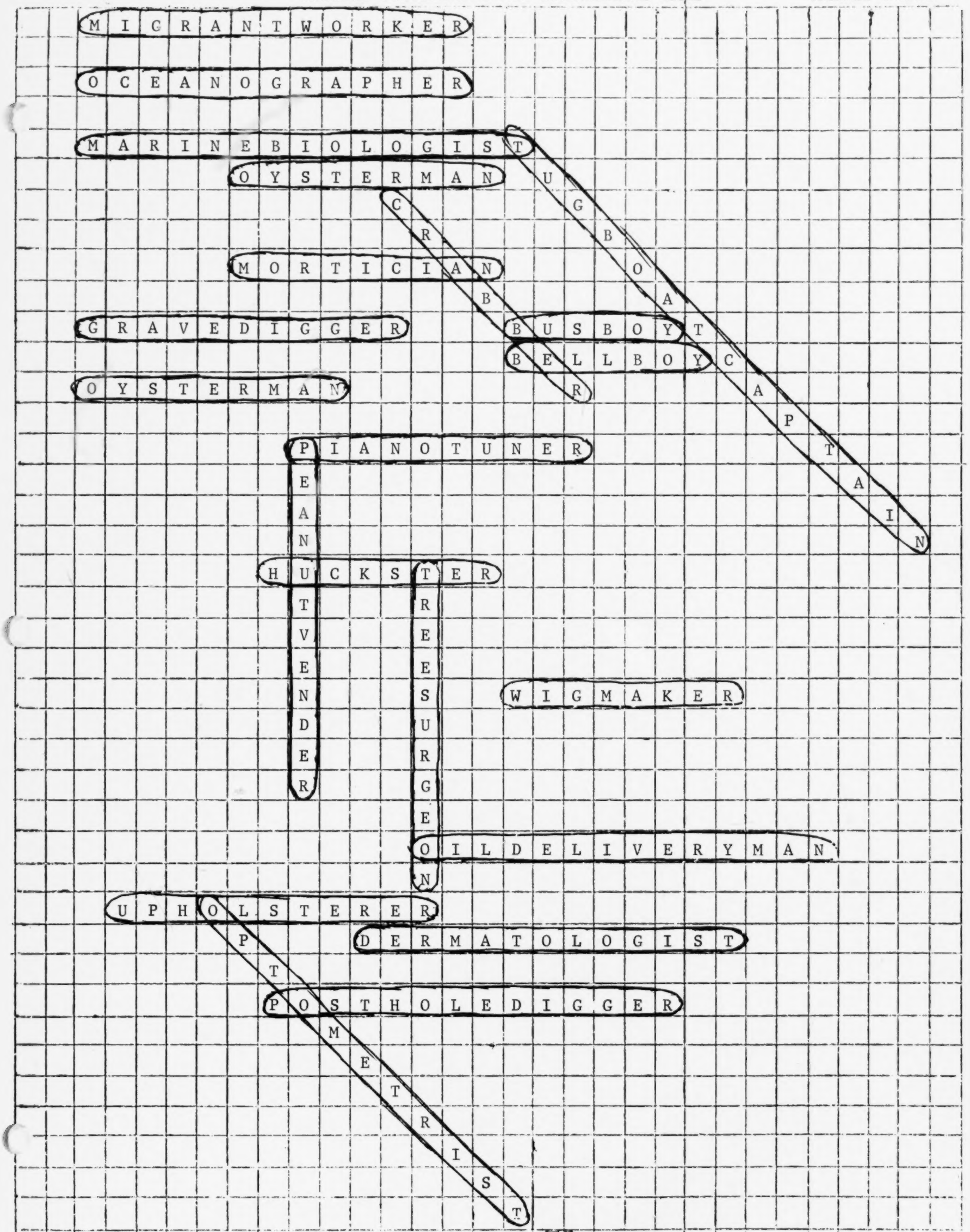
R	O	C	H	C	R	E	L	D	H	T	B	S	T	G	T	O	B	C	D	E	F	K	J	T	L	M	N	O

UNUSUAL OCCUPATIONS AND PROFESSIONS MALE Answer sheet



LANGUAGE ARTS
SAMPLE LESSON - GRADE 8

Title: No matter how large or small, we need them all.

Rationale:
There are many kinds of workers needed to make society function.

Concept:
Each child should develop wholesome attitudes toward all types of workers.

Objectives:

1. Each student should be made aware of many kinds of workers involved in his everyday life.

2. Each student should develop an appreciation of all workers contributing to the good of society.

Strategies:

1. The students may write a composition on how he feels about a particular individual's occupation.

   Note: Have the students bring in as many pictures of different workers as they can find. These can be shown mounted on cardboard by use of an opaque projector, or by passing them to the students. After they have viewed the picture, they should write down quickly and briefly what came to their minds as they viewed the picture. Follow this with a discussion of the various feelings engendered by the worker.

2. Students may have a discussion of strikes by such people as garbage men, hospital workers, etc., and their effect on society. Discuss how society has to compensate for loss of service to meet the emergency (use of National Guard, Police Force, etc.)

3. Conduct a discussion of occupations with limited numbers of workers. (housekeepers, blacksmiths, male nurses, streetcar conductors.)

4. Discuss jobs that have become obsolete and are now returning. (wigmaker, candle maker)

5. Suggest field trips to such places as a sewing factory or bookbindary.

6. A role playing situation for the purpose of encouraging an appreciation of all jobs may be set up. An assembly line may be formed using puzzle pieces to make the finished product. Have the class fit together pieces after each person has cut five or more of the same piece. Possibly one person will cut a piece incorrectly and one puzzle will not fit. If not, set it up so that one person cuts a piece incorrectly to show how a finished product could be ruined by one mistake

Evaluation:

Assign a composition on how students have changed attitudes toward a specific occupation that had been discussed in the lesson.

LANGUAGE ARTS

Section of Suggested Activities for Language Arts
Grades 6, 7, 8

Let's Be Creative - Grade 6

After having read various stories that illustrate a specific idea, have students create a mobile to tie in occupations with literature.

The student then explains the various perts of his mobile and the manner in which an occupation is represented in the story.

The Changing World of Occupations - Grade 6

This activity could be used as a follow up to the reading of a story that deals with an occupation of the past.

After the class discussion changes in jobs from the past to the present, have students write creative stories describing a job of the future. They should list the types of skills needed for this job.

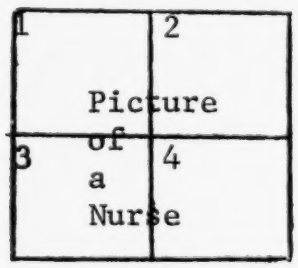
Game: Occupation Pictures - Grade 6

Occupations:

1. Nurse
2. Typist
3. Baker
4. Bricklayer
5. Mechanic

There are four pictures of each occupation. Each picture has been cut into four pieces. These are shuffled thoroughly; the students throw a dice to show how many cards they may select out of the entire eighty. They try to fit them together to make one entire picture. Whoever has the most completed occupation pictures at the end of the gave wins.

Example of picture cards:



4 inches high
2 inches wide

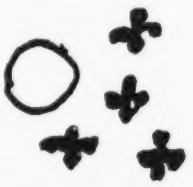
4 of part 1 of picture
4 of part 2 of picture
4 of part 3 of picture
4 of part 4 of picture

There is a possibility of Making four of each occupation picture!

LANGUAGE ARTS
Suggested Activity

A Mechanic's Vocabulary - Grade 6

Can you match each of the terms below with two different pictures? One picture will show what a term means to a mechanic. The other picture will show what the term might mean to someone else.



Toe-In - slight turning of the front wheels.

Jack - tool used to lift a wheel off the ground.

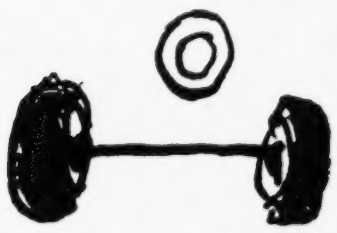
Grease gun - used to force grease between surfaces.

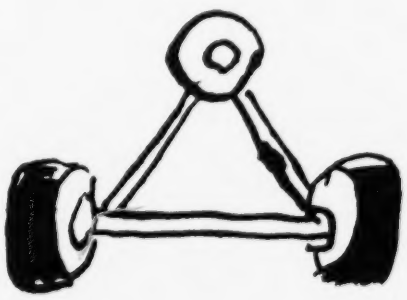
Tie Rod - bar connecting the stearing arms of the front wheels.

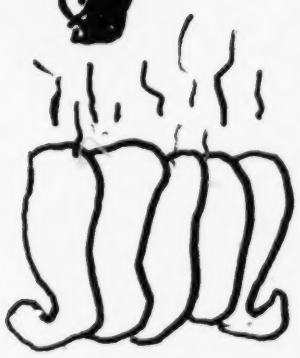
Dipstick - metal rod used to measure amount of oil.

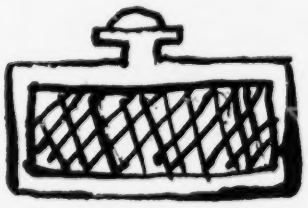
Radiator - part of the cooling system of a car.

Bushing - a round fitting used to line a hole.







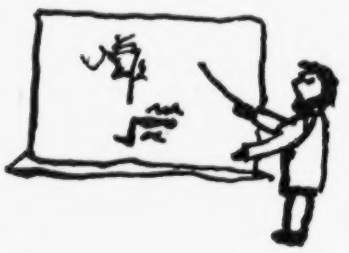


LANGUAGE ARTS
Suggested Activity

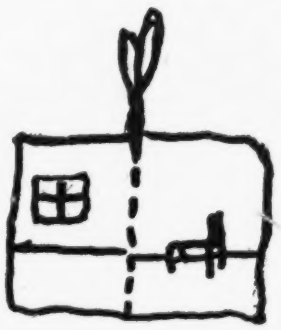
A Butcher's, Baker's, and Chef's Vocabulary - Grade 6

Can you match each of the terms below with different pictures? One picture will show what the term means to a baker, butcher or a chef. The other picture will show what the term might mean to someone else.

break a lamb - to divide a lamb into sections.



butcher - a man who kills animals for food.

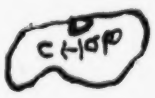


chuck meat - a cut of beef.

cutting room - a room where meat is cut.

dividerman - operates a machine that divides dough into loaves.

journeyman - completed his training.



rose paste - sugar preparation used in making cake decorations.

LANGUAGE ARTS
Suggested Activity

Two Sides to a Question - Grades 7, 8

Let's have a debate! What's more important-presenting a "proper" appearance to an employer or maintaining your "individuality"? What are society's expectations versus the expectations of the younger generation? Are they so far apart?

Choose a team of four members to represent each side. Carefully plan your arguments to support your position.

Set a time limit for each presentation.

Rebuttal - Taking notes, listen carefully to the other viewpoint, so that you can challenge your "opponents" viewpoint in the rebuttal.

The class will be asked to vote for the team which presented the better arguments based on reason rather than friendship.

Using Library Resources - Grade 8

Develop a unit with the librarian on use of references dealing with occupations, such as Occupational Outlook Handbook, etc.

Suggestions:

1. After each student has chosen a particular occupation, he would then investigate this occupation using library references.

2. This activity could be used in conjunction with a career day, job fair, or Occupations Unit.

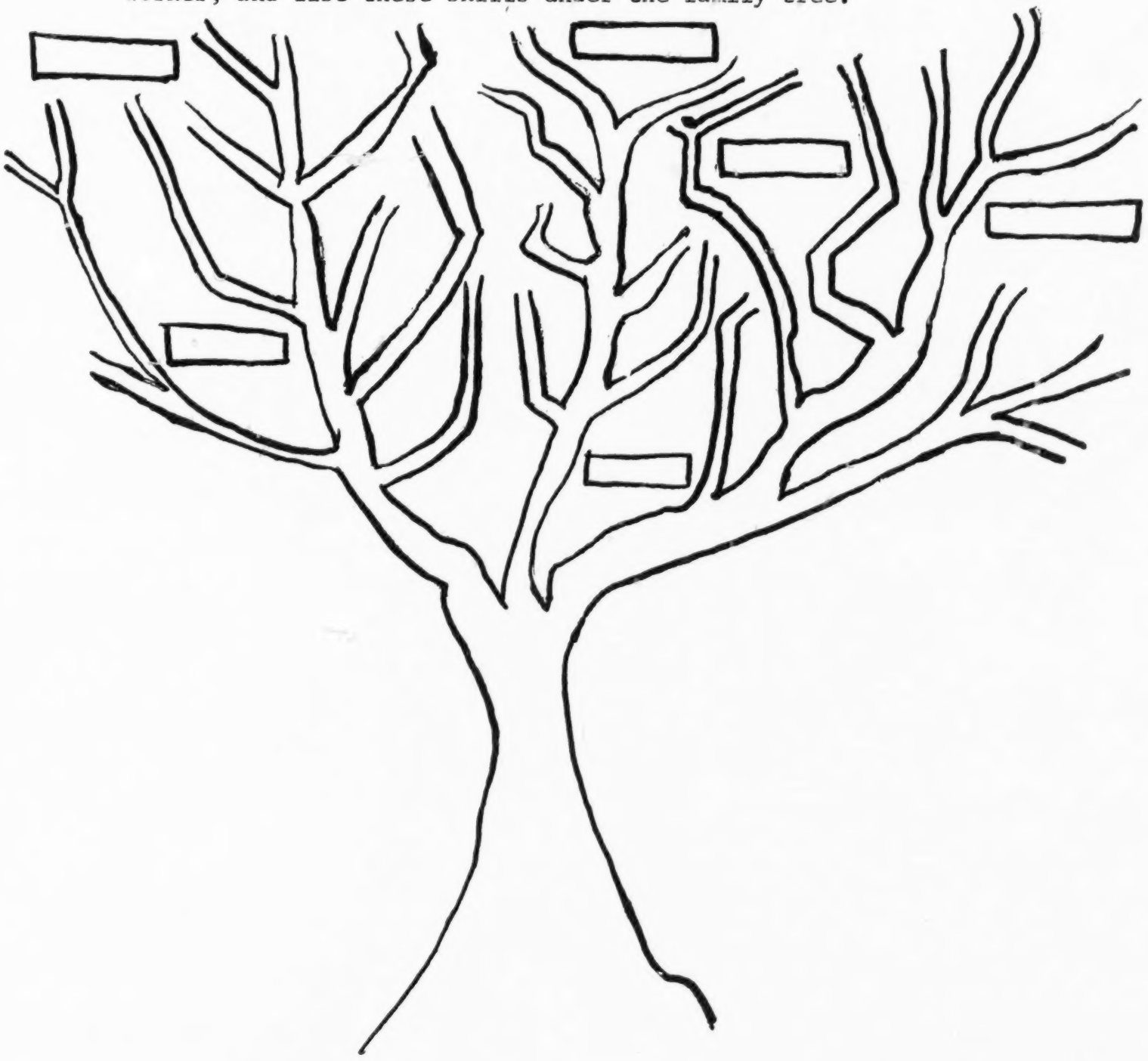
Role Playing Situation - Grades 6, 7, 8

Have a role playing situation in which a student "employer" interviews an "employee". Different jobs could be used to show that language, attitude, dress, and requirements change from occupation to occupation. The correct method of procedure in an interview would be stressed. Here preparation for an interview as opposed to lack of preparation could be shown to influence the acquisition of a job.

LANGUAGE ARTS
Suggested Activity

Family Tree of Careers - Grades 6, 7, 8

Investigate your family's past! What types of jobs have members of your family held? Try to trace as far back into your ancestry as possible - to your mother, father, grandfather, great-grandfather, uncles, etc. Place these occupations in a family tree. Then find out what skills were needed for each occupation to make this member of your family a proficient worker, and list these skills under the family tree.



LANGUAGE ARTS
Suggested Activity

Utilizing Community Resources - Grades 6, 7, 8

1. Use of employment agencies:

   a. Compose a letter to state or private employment agencies asking for pamphlets, etc. on occupations. Set up a resource center and bulletin board using the material obtained

   b. Invite an employment agency to send a representative to talk to the class on what type of employees are found desirable.

      (1) What are the personality traits required for particular jobs?
      (2) What are the physical or educational requirements of the job?
      (3) Have the representative conduct a mock interview of a job applicant.

2. Invite speakers from service organizations (Red Cross, Hospital Auxiliary, Y.M.C.A., youth organizations, Scouts, etc.) to discuss personal satisfactions to be gained from participating in these organizations.

Additional Language Arts Activities - Grade 8

1. Have the students suggest what personal information about themselves might interest an employer.

   a. Age
   b. Sex
   c. Hobbies
   d. Previous job experience

2. Have the students practice filling out an application for a social security card.

   Things to stress:
   a. Answer each question fully.
   b. Watch your spelling.
   c. Be neat and write legibly.

3. Have the students practice filling out a work permit application. Stress that the students must follow each step as outlined on the application.

4. Have students complete a sample job application form.

MATHEMATICS
SAMPLE LESSON - GRADES 6, 7, 8

Title: "Graphic Representation of Work and Leisure"

Rationale:

There is a wide diversity of occupations requiring, in varying degrees, the use of mathematical skills and computation. The use of graphs is a concise way of presenting information and also of showing relationships.

Concepts:

1. Each child should develop a positive and realistic self-concept.

2. Each child should broaden his horizon in relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

4. Each child should learn to utilize leisure time profitably for mental health, physical health, and personality development.

Math Objective:

To review circular graphs, to relate percentage to graphs.

Career Objectives:

1. To encourage students to become aware of how their time is spent.

2. To provide awareness of diversity of occupations among parents of students.

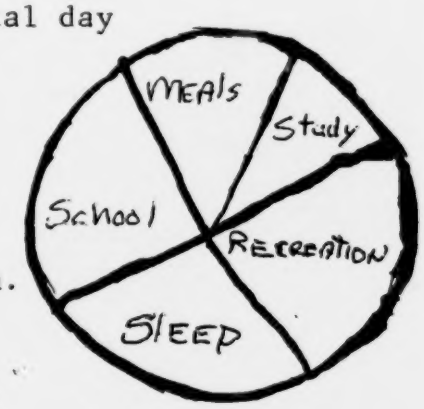
3. To provide awareness of job opportunities associated with leisure activities.

Suggested Activities:

1. Ask students to determine what percent of their total day (24 hours) is spent in work and leisure. Graph on circular graph.

2. a. Using circular graph, have students indicate what percent of leisure time is spent in each activity. Develop into a discussion of how their leisure activities might become a job or profession.

   b. Discuss those jobs, either part or full-time, which would be related to their leisure activities.



3. Ask students to survey family, family friends, and neighbors to determine what jobs exist. The class would then develop a graph showing the percentage of all occupations mentioned which each one occupies.

Evaluation:

1. The student can determine percents and percentages from factual information.

2. The student can construct a circular graph from obtained statistics.

3. The student is aware of the kinds of jobs held by acquaintances.

MATHEMATICS
SAMPLE LESSON - GRADE 6

Title: "Relating Base Number Systems to Industrial Packaging"

Rationale:

Mathematics is a man-made tool designed for computation in everyday life. Although much of our computation is based on ten, there are many instances in which other bases are common.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Math Objective:

To acquaint students with numeration systems other than base ten.

Career Objective:

To make students aware of the packaging of a product as an occupation and of the other phases of industrial production.

Suggested Activity:

1. Materials needed - egg cartons (base 12), packages of gum (base 5), candy bars in packages (base 6), pair of socks or shoes (base 2), package of golf balls (base 3), card of buttons (base 7).

   Presentation:

   a. Discuss with students the grouping of items in numbers other than 10.

b. Develop place value chart of other bases.

c. Observe different kinds of packages and why container production comprises large industry.

d. Encourage students to design packages for items normally sold individually grouping in different bases.

e. Assist students in contacting local companies manufacturing cartons to determine skill requirements.

Evaluation:

Students should be able to demonstrate to the class or on a quiz, grouping of objects using bases other than ten.

From place value chart of other bases, students should be able to convert to other bases from base ten and from other bases to base ten.

MATHEMATICS
SAMPLE LESSON - GRADE 6

Title: "Truck Driving"

Rationale:

The trucking industry provides employment for many people and contributes to the nation's economy and welfare in the distribution of its products.

Concepts:

2. Each child should broaden his horizon in the relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

Objectives:

1. To develop an appreciation of the services rendered by truck-drivers.

2. To understand the characteristics of successful drivers in relation to safety, courtesy, and importance to their fellowmen.

3. To develop an understanding of the necessity of mathematics skills in the performance of their particular type of work.

Activities:

1. Make a list of all kinds of trucks and their use.

2. Discuss the classification of trucks, such as private, for-hire, common carriers, contract carriers, farm, steel, moving, freight, tankers, etc.

3. Visit local trucking terminals to observe the organizational procedures, and obtain information, such as, loading, unloading, driving hours, salary, safety qualifications, age, health, goods transported, etc.

4. Develop a list of advantages and disadvantages of being a truck driver, his problems, and the various challenges to be met.

5. Obtain, if possible, the cost to transport one ton of coal, steel, or stone per mile under a recent contract.

6. Keep an inventory, payroll, cost of maintenance, and a "log" of a complete trip.

7. Make graphs of employment, company growth, yearly mileage, drivers' ages, accidents, various types of goods hauled, profits acrued, etc.

8. Discuss the life expectancy of a long-distance driver versus one who works locally.

9. Make a study of tolls, taxes, etc., on tunnels, bridges, superhighways, particularly along the Eastern seaboard states.

10. Compute the expenses on a privately owned truck.

11. Draw up a design in detail of a "Roadeo Layout" showing distances from (1) Offset Alley, (2) Serpentine Alley, (3) Alley Dock, (4) Parallel Parking, (5) Straight Line Test, (Two rows of rubber balls on tees are set up. The driver must manipulate between these two rows without touching the balls which are only two inches from tires.) (6) Diminishing Clearance and Stop Line.

12. Check with Department of Highways concerning overweights, bridge capacities, truck speeds for various types of highways, etc.,.

13. Study the various Interstate laws which would apply to trucking.

14. Observe and list the many different kinds of trucks seen in one day on your route to and from school.

15. Have various kinds of truck drivers talk to the class.

Evaluation:

1. How did pupils react to the presentation of each truck driver:

   a. Were they respectful?

   b. Were they interested?

2. Have pupils list the various kinds of trucks with a probable cargo for each.

3. Discuss the requirements for interstate truckers compared to that for local truck drivers.

4. Discuss the volunteer services provided by truckers to others on the road, and off the road.

5. Test for application of mathematics in related problems.

MATHEMATICS
SAMPLE LESSON - GRADE 7

Title: "Measurement at Work"

Rationale:

Standard units of measure are necessary in communicating size within our society. As communication throughout the world increases, universal units of measure become more desirable.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Math Objectives:

1. To have students become familiar with the metric units of measure.

2. To provide experiences in making scale drawings.

Career Objective:

To point out opportunities in the field of employment involving measurement.

Suggested Activities:

Materials: Tools for measuring (length, liquid capacity measure, and weight), construction paper, heavy cardboard, scissors, paste, etc.,.

1. a. Have students measure objects in classroom in metric units and U. S. units.

   b. Set up learning stations using metric and U. S. units for liquid measure to compare capacities. Allow students to discover equivalent units in metric and U. S. measures.

   c. Using a balance scale (this may be borrowed from the science department) encourage students to discover equivalent weight units in metric and U. S. systems.

   d. Divide class into groups. Ask each group to construct a model house to scale showing dimensions in both metric and U. S. units.

2. a. Encourage students to research occupations in which measurement plays a large part, such as:

      1. bricklayer
      2. chemist
      3. laboratory technician
      4. architect
      5. housewife
      6. pharmacist
      7. import-export business clerk

   b. As students demonstrate interest in a given occupation, encourage them to investigate satellite jobs pertaining to this occupation.

   c. Ask students to diagram a job cluster. (Students interested in art may wish to illustrate each worker at his job.)

   d. Additional activities in other subject areas which may be related as independent activities.

      1. Write a letter to a local firm asking for information about an occupation.
      2. Interview someone who has an interesting or unusual job.
      3. Research the rapid growth of an industry and why it grew and report to the class (example: the space industry).
      4. Report to the class on the demise of an industry or profession and why it has declined (shoeing horses, buggy building).

5. Discuss, as a group, occupations which once existed but which now function as a contribution to leisure activities (for example, the construction of sails for large transport ships, obsolete due to steam, but now used for boat racing and sport; manufacture of horseshoes for work horses, now used for racing and pleasure riding; manufacture of candles to provide light, now made for decorative purposes and as a hobby.

Evaluation:

1. Student can determine units of measure in both U. S. and metric systems.

2. Student can make a simple scale drawing.

3. Student can participate in a discussion of related occupations.

MATHEMATICS
SAMPLE LESSON - GRADE 7

Title: "Bank Services"

Rationale:

As older students obtain part-time jobs, there is a need for an understanding of payment by check for purchases made.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Math Objectives:

1. To acquaint students with the use of checks as a money exchange.

2. To provide instruction in writing checks correctly.

3. To observe the endorsements on a series of cancelled checks and the value of these as a receipt.

Career Objective:

To acquaint students with the many job opportunities in the world of finance.

Activities:

Materials needed: blank checks from a local bank and cancelled checks.

1. a. Discuss with students the use of checks as a form of money exchange (the teacher may wish to review bartering as a means of purchasing goods).

b. Invite students to list advantages and disadvantages of paying by check such as:

Advantages	Disadvantages
1. cancelled check serves as receipt	1. some businesses are reluctant to accept checks
2. allows safe payment of bills by mail	2. banks usually charge a small fee for each check if a certain balance is not maintained

c. Prepare a specimen check on overhead or blackboard for discussion with class as to importance of each item to be filled in on a check.

d. Observe various kinds of endorsements on several checks and the use of each.

2. a. Encourage students to discuss the role of persons whom they have observed as employees of a bank which they have visited.

b. Have students investigate "behind the scene" employees who may handle an individual check.

c. Ask students to determine with their parents' assistance, other personnel connected with banking whose jobs do not include handling checks.

Evaluation:

1. Students will be able to legibly and correctly write a check.

2. Students will be able to discuss some of the jobs in a bank.

MATHEMATICS
SAMPLE LESSON - GRADE 8

Title: "Retail Selling"

Rationale:

All work is important and contributes to the well-being of the individual and society. The individual is the consumer of the products of his society. Many workers are required to fill the needs of all individuals in society.

Concepts:

2. Each child should broaden his horizon in relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

Lesson Objectives:

1. To develop an appreciation of the services rendered by salespeople.

2. To understand the characteristics of successful salespeople.

3. To become more aware of the applications of mathematics in selling.

Activities:

1. a. List the many different kinds of stores which contributed to the furnishing of just one room in your home.

   b. Discuss with the class the difficulty involved in having to go to the production plants' locations instead.

   c. Name the various kinds of stores in your community.

   d. Visit a large modern shopping center such as the Mall in Columbia, Maryland to see the variety of stores.

   e. Write a report of your trip. Describe the store that you liked best and the salesperson who impressed you most favorably.

   f. Observe at intervals a salesperson in a store which you frequent regularly. Describe the services rendered by this person and the behavior and attitudes observed.

2. a. Have a personnel director in a department store speak to the class on qualities and characteristics sought in employees.

   b. Visit a department store in small groups.

   c. Describe briefly a pleasant experience involving a salesperson.

   d. Describe briefly an unpleasant experience involving a salesperson.

   e. Discuss and evaluate want ads for salespeople.

   f. Discuss selling presentations on television.

   g. Discuss the development of sales resistance.

   h. Role play handling a customer's complaint.

i. Role play handling an irate and unreasonable customer.

j. Role play accepting criticism from a supervisor.

k. Role play making the sale.

l. Role play using the telephone in making sales.

3. a. Make a bulletin board display of actual forms used by salespeople in their work (saleschеck, credit slip, order blanks, receipt, perpetual inventory forms, etc.,).

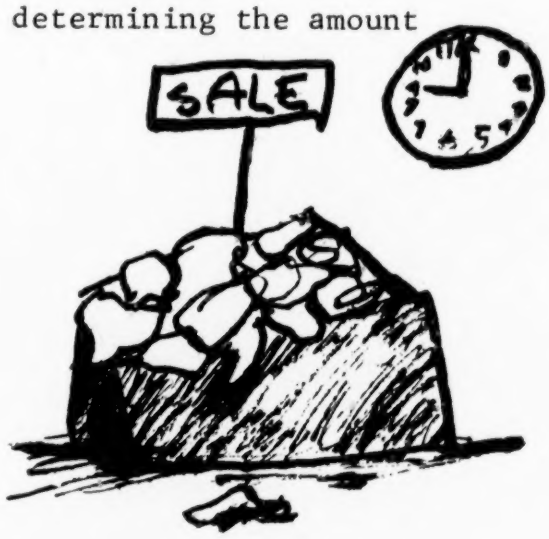
b. Have the students practice completing these forms.

c. Have written and oral practice in determining the amount of tax.

d. Have written and oral practice in figuring various rates of commission on sales.

e. Have students make up practical and realistic problems for exchange with others.

f. Role play making change properly.



Evaluation:

1. a. Discuss the contributions sales persons make to society.

b. Write a short composition on a possible selling job for yourself, describing the item to be sold and the type of business involved.

2. a. Have the student rate himself as a salesperson (Scale follows).

b. Is there an increased interest in selling?

3. a. Have the students complete business forms used by salespeople and evaluate.

b. Test for computational skills required.

c. Test for ability to solve problems.

d. Investigate whether or not students see the necessity for improvement in mathematics.

MATHEMATICS
GRADE 8
SUGGESTED ACTIVITY

HOW WOULD YOU RATE YOURSELF AS A SALESPERSON?

	POOR	AVERAGE	EXCELLENT
1. APPEARANCE	1	4	7
2. ABILITY TO COMMUNICATE.....	1	4	7
3. ABILITY TO PERSUADE	1	4	7
4. ABILITY TO HANDLE CRITICISM	1	4	7
5. ABILITY TO HANDLE COMPLAINTS	1	4	7
6. ABILITY TO COMPLETE FORMS	1	4	7
7. ABILITY TO HANDLE MONEY ..... RESPONSIBLY	1	4	7
8. ABILITY TO LEARN FROM ..... EXPERIENCE	1	4	7
9. ABILITY TO LEARN ON ..... THE JOB	1	4	7
10. DESIRE TO IMPROVE	1	4	7

MATHEMATICS
SAMPLE LESSON - GRADE 7, 8

Title: "Exploring Trade Occupations"

Rationale:

There is dignity in work. Every student should develop respect for and an understanding of the contribution of workers to our society as well as the relationship between school and work.

Concepts:

2. Each child should broaden his horizon in relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

Lesson Objectives:

1. To develop an understanding of the necessity of math skills in a particular family of occupations.

2. *To show careers available to those with varying degrees of* skill in mathematics.

Activities:

1. Have students determine definition of trade occupations.

2. Develop list of trade occupations.

3. Discuss occupations of parents who are employed in the trades.

4. Have students discuss occupations with parents and report to class how parent uses mathematics in his or her work.

5. Encourage students to bring measuring tools to school and explain how mathematical skills are necessary in order to use these tools.

6. Involve students in analyzing a few of these occupations in order to point out some characteristics that are common to jobs in this classification.

7. Lead students in determining the arithmetic common to jobs in this classification.

8. Determine job levels within the occupations - that is, carpenter helper, carpenter apprentice, journeyman carpenter, carpenter foreman, etc.,.

9. Using the list of jobs developed in the beginning of the unit, determine which of the jobs are classified as unskilled, semi-skilled, and skilled. Are these jobs available to both male and female employees? If not, why not?

10. Determine what training, especially mathematical, is generally necessary in an unskilled, semi-skilled, and skilled occupation.

11. Plan a trip by bus through our county to observe trade people at work and, if possible, discuss their jobs with them.

12. Invite employers to speak to the class in relation to job opportunities, entry requirements, advancement possibilities in the trades, and desirable worker traits.

13. Arrange a visit to a Vocational Technical School. Study the school's course offerings prior to the visit and prepare a list of questions you would like answered during the visit.

Evaluation:

1. Encourage each student to discuss his interests, aptitudes, and potential for an occupation or occupations in the trade area.

2. Urge each student to elaborate on the educational and training requirements generally needed by workers in the trades.

3. Have students demonstrate the use of measuring tools, as well as mathematical skill developed in the lesson.

MATHEMATICS
GRADE 7, 8
SUGGESTED ACTIVITY

COULD I BECOME A MATHEMATICIAN?

	Check one: yes	no
Do I have intellectual curiosity?	_____	_____
Do I enjoy learning which challenges me?	_____	_____
Am I willing to study and work hard?	_____	_____
Do I like to work with ideas rather than with things?	_____	_____
Do I show initiative?	_____	_____
Am I precise and accurate in my work?	_____	_____
Do I have the trait of persistence?	_____	_____
Am I dependable?	_____	_____
Do I possess patience?	_____	_____
Am I an independent thinker?	_____	_____

MATHEMATICS

Suggested Activities

1. Write about the need for mathematics in the work experience you have already had as a baby sitter, newsboy, gardener, etc.

2. Write a report and illustrate in enlarged form, uses of mathematics on the job.

3. Plan a bulletin board on careers in mathematics.

4. List the people encountered daily who use mathematics in their work.

5. Identify the companies in your area that employ people with mathematical skills.

6. Clip items from the help-wanted columns in the newspaper on mathematics-related jobs.

7. Make a resource file of pictures of workers using mathematics on the job.

8. Help compile an occupations file of printed materials by writing letters to industries, etc. for free material.

9. Make a list of occupations in the field of mathematics which you would like to know more about. List possible sources of information, then select one or more occupations and obtain the desired information.

10. Write a vocational bibliography of a famous person who used mathematics to a considerable extent in becoming famous.

11. Estimate the lifetime incomes of those in careers related to mathematics.

12. Make simple surveyor's tools or obtain actual tools. Use them to survey school property, etc.

13. Look up definitions of mathematics-related occupations.

14. Obtain job-descriptions of mathematics-related occupations.

15. List hobbies in which knowledge of mathematics is helpful.

16. Make a purchase of camping equipment, room furnishing, etc. from a mail-order catalog.

17. Consider the uses of computers in class discussion. Report back to the class on assistance given your own family through computer service.

18. Provide a discussion time when the advantages and disadvantages of occupations utilizing mathematics could be expressed by students.

19. List occupations in which conversion to the metric system is a necessary task.

20. Plan a trip. Figure cost for travel and other expenses.

21. Make up a weekly or monthly payroll. Use hourly rates with some overtime.

22. Arrange for student experience in keeping records.

23. Illustrate each of the formulas for obtaining area with an original problem which an employee would need to solve.

24. Illustrate each of the formulas for obtaining volume with an original problem which an employee would need to solve.

25. Use mail and postal information in realistic ways related to business.

26. Describe the various uses of ratio and proportion in nursing, drafting, etc.

27. Role play various activities using the telephone to take orders, check delayed shipment of goods, make a business deal, etc.

28. "I'm Employed"

    List the occupations in ten job families on small index cards using one color for the main occupation and another color for the related occupations. (At least four for each is desirable) For example: in Medicine - nurse, doctor, ambulance driver, etc.,. Have at least a total of forty cards.

    Players should be limited to four or less, and five cards should be given to each player. The player then draws from the face down cards remaining in the deck.

    As the player gets a new card, one from his hand must be discarded into the desk pile.

    The object of the game is for the player to assemble five cards making up an occupation and any four related jobs.

    When he has done this, he may declare himself winner of the round by declaring, "I'm employed!"

    The group then begins the game again, keeping score on the number of wins.

29. "Occupation Bowl"

    The teacher may choose a number of occupations and use 5 x 7 file cards to list one on each card. For each occupation, weighted questions about the occupation may be written on 3 x 5 cards. (The questions may have a point value from 1 to 5, more difficult questions having the greatest value.)

    Participants may work as individuals or as teams.

    Shuffle the large cards and have the individual or team leader draw a card to decide which occupation they will answer questions about.

The teacher or a designated student will ask the questions relating to a particular occupation. When a team is playing, anyone on the team may answer after clearing his answer with the team leader.

If the question cannot be answered or is answered incorrectly, the opposing team may answer getting double value of the points of the question.

After all the questions relating to the two drawn occupations have been asked, the team with the greatest number of points wins the round.

MATHEMATICS
SUGGESTED ACTIVITY

By using the number cods below you can develop a list of jobs from colonial days which are no longer needed or the need is limited.

After you decode the list, try to think of a job in today's world that some of these people might do.

CODE

a,	b,	c,	d,	e,	f,	g,	h,	i,	j,	k,	l,	m,	n,	o,	p,	q,	r,
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	1	2	3

s,	t,	u,	v,	w,	x,	y,	z
4	5	6	7	8	9	10	11

A. 13, 23, 12, 14, 22, 4, 24, 20, 5, 19 _____

B. 24, 20, 23, 23, 16, 3 _____

C. 14, 26, 26, 1, 16, 3 _____

D. 24, 20, 23, 23, 20, 25, 16, 3 _____

E. 14, 12, 25, 15, 23, 16, -- 24, 12, 22, 16, 3 _____

F. 3, 12, 20, 23, -- 4, 1, 23, 20, 5, 5, 16, 3 _____

G. 8, 26, 26, 23, -- 14, 12, 3, 15, 16, 3 _____

H. 13, 16, 16, 22, 16, 16, 1, 16, 3 _____

I. 1, 26, 25, 16, 10,-- 16, 9, 1, 3, 16, 4, 4, -- 3, 20, 15, 16, 3 _____

J. 23, 12, 24, 1, -- 23, 20, 18, 19, 5, 16, 3 _____

K. 19, 12, 25, 18, 24, 12, 25 _____

L. 14, 19, 20, 24, 25, 16, 10, -- 4, 8, 16, 16, 1 _____

M. 20, 14, 16, -- 24, 12, 25 _____

N. 5, 26, 8, 25, -- 14, 3, 20, 16, 3 _____

O. 4, 14, 20, 4, 4, 26, 3, 4, -- 18, 3, 20, 25, 15, 16, 3 _____

ANSWERS FOR NUMBERS CODE

A. blacksmith

B. miller

C. cooper

D. milliner

E. candle maker

F. rail splitter

G. wool carder

H. beekeeper

I. pony express rider

J. lamp lighter

K. hangman

L. chimney sweep

M. ice man

N. town crier

O. scissors grinder

SCIENCE
Grade 6

SAMPLE LESSON

Title: "Telephone Repairman-A Worker in Communications"

Rationale:

1. The more usable skills you have for work, the more likely you are to get and keep a job.

2. The telephone has become so much a part of our daily lives that we should consider its importance.

3. In our daily lives the telephone is the most widely used form of any communication.

Concepts:

2. Each child should broaden his horizon in relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

Objectives:

1. To develop an appreciation of the services rendered by telephone repairman.

2. To increase students' knowledge of the mechanics of a telephone.

3. To acquaint students with the importance of the telephone in communication.

Activities:

1. Bring to class various types of telephones to remove parts and investigate the importance of each part.

2. Make drawings of these parts.

3. Have students remove any particular part and see if any member can describe the missing part and replace it.

4. Plan a trip to the nearest telephone office, warehouse, or location which these workers use as their base.

5. Discuss with the class various problems which might or will arise about this trip.

6. After returning give a written, as well as, an oral report concerning it.

7. If possible, observe, or better yet, talk to a repairman.

8. Discuss the advantages and the disadvantages which a repairman encounters in his daily routine.

9. Draw a map of the route you would travel to and from the nearest telephone substation to your home.

10. Make a careful study of telephone systems in neighboring countries, especially Canada and Maxico.

11. Have the students construct model units to communicate with each other.

12. Investigate conditions concerning security, advancement, and salary that a local repairman may have.

13. List all the related jobs pertinent to the repairman's functioning in his performance of his work.

14. List as many qualifications as you can for this man's job, such as, education, age, license, dexterity, knowledge of electronics, and personality.

Evaluation:

1. Have you had any telephone service in your home during the past year, for example: an extension phone, exchange of telephones, a new number, change of service, etc.?

2. Give a test on essential information contained in the lesson.

SCIENCE
Grade 7

SAMPLE LESSON

Title: "Using Investigative Techniques in Environmental Study"

Rationale:

Observation, data collection, and measuring are basic to scientific study. Many investigative techniques, which children learn in school, are used by people in science related careers.

Concept:

2. Each child should broaden his horizon in relation to the world of work.

Objectives:

1. To introduce basic scientific investigations used to study various biomes.

2. To associate particular careers with investigations.

Activities:

1. Introduce the following terms in the study of ecological systems:
   a. Ecologist - studies relationships between animals and plants with environment.

   b. Limnologist - studies ponds.

   c. Forester - studies forests.

   d. Range conservationist - studies plains

   e. Zoologist - studies animals.

   f. Botanist - studies of plants.

   g. Agronomist - studies relationship between plants and soil.

   h. Biologist - studies plants and animals.

   i. Soil scientist - studies soil.

   j. Chemist - studies composition of materials.

   k. Engineer - makes graphs, designs and builds things.

2. When all terms have been introduced to the children, place these words on the bulletin board. Hold up one strip of construction paper at a time with a definition of one of the terms. Ask children to volunteer to place the definition next to the term.

3. Plan field trip. Arrange for children to collect data from a particular biome (pond, field, forest, marsh, stream, etc.).

   Examples given below are for pond study:

   a. Water samples from different depths

   b. Temperature and PH of water

   c. Survey of plants on bank

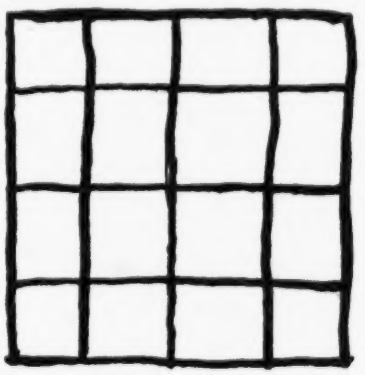
   d. Survey of plants in water

   e. Animal survey

   f. Soil sample from pond

   Have children analyze their findings and instruct children to put their discoveries in writing. Have them determine which occupations would use the same investigations they used.

4. Let children work in pairs on concentration game. Give each couple a sheet of construction paper with 16 blocks marked off, an envelope containing 16 squares with writing on only one side. Instruct children to place all cards, with plain side up, one in each block. The child turns 2 cards over; if it is a match, he takes those two cards from the board. If the cards do not match, he turns them face down again. Suggested terms for game on next page: (Children should be in view of bulletin board prepared earlier).



Evaluation:

Students can associate their investigations with particular careers in advance. This may be checked through discussion or short quiz.

ECOLOGICAL CAREERS

ENGINEER	Designs terracing of fields	ZOOLOGIST	Studies fish
ENTOMOLOGIST	Counts to survey number of water striders in a pond	BIOLOGIST	Studies plankton under microscope
CHEMIST	Analyzes water sample from pond	AGRONOMIST	Surveys which plants grow in what type of soil
SOIL SCIENTIST	analyzes core samples	ECOLOGIST	Attempts to determine why a certain fish is disappearing from pond

SCIENCE
Grade 8

SAMPLE LESSON

Title: "Aerospace Careers"

Rationale:

To obtain the product such as a space craft, or other desired outcome, many people with varying backgrounds are necessary. Each job in the aerospace field, however diverse, is related to all other occupations in this field and is essential to the outcome.

Concepts:

2. Each child should broaden his horizon in relation to the world of work.

3. Each child should develop wholesome attitudes toward all workers.

Objectives:

1. To acquaint the student with work opportunities within an aerospace team.

2. To increase the child's appreciation of each person as a contributing member of the team.

Activities:

1. Discuss those people who work together in teams or as groups with a common goal using sports as an example:

   "What are the results if a player does not play his position well?" (ability)

   "What happens when one player doesn't pass the ball as often as he should?" (attitude)

2. Talk about the different groups required to keep the school functioning. Could any be eliminated?

   Examples:

   a. Arrange for your children not to have access to the cafeteria for a day.

b. Have some minor change in the schedule announced to the rest of the school, exempting your class because of a defect in the intercom system.

Encourage children to react to their experiences through discussion.

Evaluation:

Correlate the frustration they may experience from an inability to obtain food, to an astronaut's plastic tange tube jamming.

Correlate the malfunctioning of the intercom system to the malfunctioning of communications system of the space craft. What occupations would be responsible?

3. Show film of rocet being launched (Apollo Digest - NASA film library). Better still, show the T. V. broadcast of the next Appollo flight.

   a. Discuss and list on the board occupations cited by children.

   b. Distribute prepared sheets with approximately 200 basic occupations listed.

   c. Have students circle those that could be related directly or indirectly to space jobs.

4. Video tape the launching of a space ship to another planet by the children.

   Suggested occupations to include:

   Astronauts - design space suits

   Dietician - plan and prepare balanced meal for astronauts in space-worthy containers.

   Doctors - attend astronauts

   Engineers - build model of space craft (launch a model rocet if permission is given), build computers.

   Mathematicians - chart course, decide length and time of trip.

   Psychologists - work with animals before and after flight, devise fun activities for astronauts on long voyages.

   Scientists - carry out experiments on planet, research for water or air systems.

   Technicians - aid scientists in research.

Let students select the occupational role they wish to portray and do research on. (Have them use the suggested interview form.)

Replicate T.V. broadcast of launching, for example:

a. Interviews with astronauts, wives, scientists, doctors, etc.

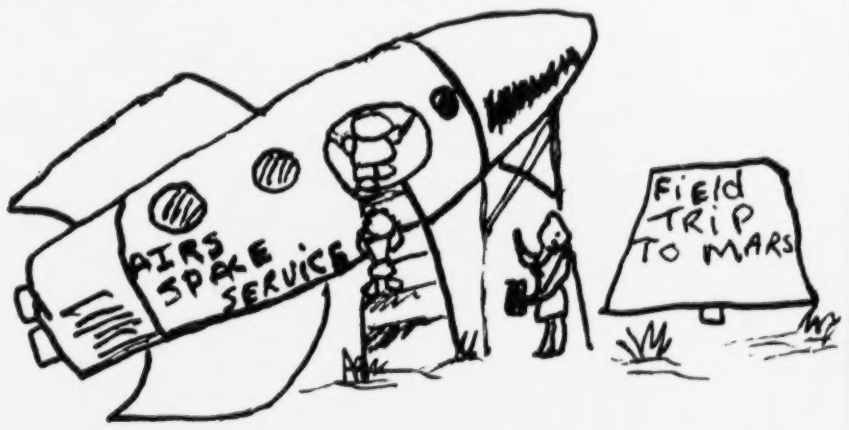
b. Preliminary scenes of astronauts for background information

c. Walk to the spacecraft.

d. Shots in space.

e. Splashdown.

f. Ceremonies.



Evaluation:

Show video tape to children for constructive criticism of the tape and each members part in it.

Discuss present employment opportunities in aerospace.

Debate the topic of creativity and productivity of an individual versus that of a group.

Suggested Activities:

1. Develop a list of occupations and discuss ways in which science is involved in each occupation.

2. In the 8th grade unit on"Wheel and Axle", discuss some of the occupations that have evolved through this discovery.

3. Urge students to keep a hourly log (record) of his, or her, activities for several days. Do these activities seem to indicate that the individual student likes to work with tools and materials? If so, how is science involved in these activities? What occupations might these activities lead to?

4. Invite local employers to talk to your students regarding the role of science in different occupations. You might want to consider the broad categories, such as:

Agriculture, Forestry.

Amusement and Recreation.

Business and Repair Service.

Construction.

Finance, Insurance and Real Estate.

Government Services.

Professional Services. (including health)

Transportation and Communication.

Wholesale and Retail Trade.

5. Plan a bulletin board showing careers in science or where science plays a part.

6. Urge students to discuss occupations with parents, neighbors and adult acquaintances investigating the role of science in their specific occupations.

7. Survey the help wanted ads in a large city newspaper and determine which of the jobs would require a knowledge of science.

8. Make a list of the hobbies of the members of the class. Identify science, or science-related hobbies and discuss the relation-ship of these hobbies to occupations. Urge students to re-search these occupations and make lists of advantages and disadvantages of each.

9. Research the accomplishments of some well-known scientists. How did their formal education influence their choice of life work and eventual success?

10. Urge students to discuss their interest in science-related occupations with the class. Ask the class to contribute ideas as to how each student might develop his interest.

11. Meteorology - Which workers function on rainy days? Are there any outdoor jobs that must be done rain or shine?

SCIENCE

12. Any unit - Place picture of local construction work on bulletin board. Throughout unit ask for suggestion from children concerning the types of professions involved that deal with unit for example, on simple machines.

13. Any Unit - Make occupation tree for various units, such as, a chemistry tree based on education or salary.

14. Especially for girls - Research the role women play in scientifically oriented professions. What professions were exclusively for men that women now enjoy?

15. Anatomy Unit - In studying nose, discuss careers in the field of odeology.

16. If possible, have a few children call about jobs in the want ads.

HOME ECONOMICS
GRADES 6, 7, 8

The Howard County Home Economics curriculum guide specifies that "the Home Economics program is basically concerned with strengthening family life and developing the individual for personal and family living." The addition of more expansive career orientation materials does not change the precept above, rather it enhances it by providing a fuller and more realistic dimension. This dimension is the aspect of employment.

As educators, we must remember that our students will enter the work force with varying degrees of education. Supplying career information at the middle school level should more adequately prepare students to bridge the gap between school and employment. With career information as an integral part of our curriculum, students will be exposed to job availability, requirements for entering the occupation, the nature of the work involved, opportunities for advancement, etc. The outcome should be a student with a much more realistic idea of what the career he has chosen demands of him and offers to him.

The activities suggested in the following Home Economics section are intended to be worked into lessons at the teacher's discretion. Career orientation materials, as presented here, are not designed to be utilized as a "unit" per se. It is hoped that the teacher will use every possible opportunity to supplement any lesson with career information whenever the opportunity presents itself.

The activities offered in this resource guide are only suggestions. Perhaps more important than the activities is an extensive bibliography of career materials which may be ordered for classroom use and for the teacher's own edification. As teachers, we must be thoroughly familiar with as many career materials as possible in order to feel comfortable in assisting students in exploring their occupation interests. Therefore it is imperative that each teacher should become thoroughly acquainted with the career information as it presently exists and to strive to keep updated as new information becomes available.

Concept 1:

Each child should develop a positive and realistic self-concept.

Objectives:

1. Student should be able to understand that as an individual he is unique; that he possesses unique physical characteristic, emotions, attitudes, values, and potential capabilities.

2. Student should be able to understand and cope with his own feelings and to be sensitive concerning the feelings of others.

3. Student should be able to recognize that everyone has problem areas or limitations and attempt to develop ways to cope with them.

4. Student should be able to recognize and accept limitations which cannot be changed.

5. Student should be able to recognize limitations which can be changed and develop methods to bring about change.

HOME ECONOMICS
SAMPLE LESSON - GRADE 7

Title: Clothing - A Means to Individuality

Rationale:

Current fashion trends are very important to teenagers. Viewing clothing selection as a way to achieve one's own identity may help adolescents understand themselves more fully.

Concept 1:

Each child should develop a positive and realistic self-concept.

Lesson Objectives:

1. Students will express their individuality by selecting fashions they prefer.

2. Students will become acquainted with the elements of color, lines, designs, etc., as they effect the appearance of clothing on individuals.

Activities:

1. Students may cut out pictures of clothing from magazines or pattern catalogues which appeal to their tastes.

   a. They may mount the pictures and give reasons for their selections.

   b. They may construct a bulletin board displaying current styles and their likes and dislikes.

2. In the lesson the teacher may use a variety of means (transparencies, sketches, fabric swatches, etc.) to stress the importance of colors, lines, designs, and textures in terms of their effect upon the individual (curriculum guide or texts will give more detailed information for developing the lesson you desire).

Evaluation:

Techniques will depend upon the methods each teacher utilizes to develop her lesson on the factors of lines, colors, designs, etc., as applied to their effect upon the individual.

HOME ECONOMICS
SAMPLE LESSON - GRADE 6

Title: Recognizing the Problems of Others and How They Cope with Them

Rationale:

In helping children to better understand themselves, it is important they recognize that everyone has certain limitations with which they need to learn to cope, and to be sensitive regarding the problems of others.

Concept 1:

Each child should develop a positive and realistic self-concept.

Lesson Objective:

Students will be exposed to some of the many roles their parents play and some of the problems which they encounter.

Acitivities:

1. Students may list on the blackboard the various occupational roles their mothers assume from time to time as a homemaker (example: decorator, chef, domestic services, chauffer).

   a. Discuss problems she encounters.

   b. Discuss ways in which she copes with problems.

2. In students' responsibilities at home, are they assuming any occupational roles (baby-sitting, child care aide role; assisting in preparing dinner or cleaning house, domestic services, etc.)?

3. What occupational roles do their fathers assume at home? What are their problems?

Evaluation:

Using whatever methods she feels will be effective, the teacher should attempt to help her class verbalize their feelings concerning what personal limitations may be and how to deal with them.

She should also attempt to make students aware of the need to be sensitive to the problems of others.

HOME ECONOMICS
SAMPLE LESSON - GRADE 6

Title: The Effect of Good Grooming on the Individual

Rationale:

The effects are often directly correlated with a student's feelings about himself and others. It is important for a student therefore, to be exposed to a positive relationship between grooming habits and self-perception.

Concepts:

1. Each child should develop a positive and realistic self-concept.

2. Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. Students will be exposed to persons in whose careers grooming may mean the difference between success and failure.

2. Students will discover the relationship between one's grooming and his outlook.

Activities:

1. Invite an airline stewardess or model to discuss the importance of good grooming in her occupation.

   a. Invite students' questions concerning her career.

   b. Questions which may be posed to students before the guests' visit:

      1) Why did she choose her present career?

      2) What are both some good and bad points of her career?

      3) What does she like most about her job?

      4) What does she like least about her job?

      5) What hobbies or leisure activities does she enjoy?

      6) What would be the outcome if she appeared very sloppily for work daily?

      7) Is the importance of good grooming over-stressed?

HOME ECONOMICS
SAMPLE LESSON - GRADE 6

Title: A Personality Sketch of Myself

Rationale:

We learn to deal with our own emotions and feelings only after we take a realistic, critical look at ourselves.

Lesson Objectives:

1. Students will evaluate their appearance, social behavior, and emotional feelings.

2. Students will investigate their interest and aptitudes.

Activities:

1. Using the following personality sketch, each student completes the required information.

2. It will be left to the teacher's discretion to incorporate the personality sketch into the lesson of her choice.

Evaluation:

Dependent on lesson in which personality sketch is used.

HOME ECONOMICS
GRADE 6
SUGGESTED ACTIVITY

A PERSONALITY SKETCH OF MYSELF

I. My Appearance

A. I am:

B. My strong points are:

C. My weak points are:

D. Sometimes I wish I were:

II. My Life at School

A. My favorite subjects are:

B. The subjects I least like are:

C. My most troublesome subjects are:

III. My Friendships

A. Some of my friends are:

B. I like them because:

C. Some of the people I would like to know better are:

D. I think I could make and keep friends better if I:

IV. My Interests:

A. My religious interests include:

B. My hobbies include:

A Personality Sketch of Myself - 2

C. Some of my favorite sports are:

D. Some of the books and magazines I have read recently are:

E. My favorite radio and T. V. programs are:

F. I like them because:

G. Some of the things I would like to learn to do are:

H. Some of my work experiences include:

V. My Family

A. My family includes: (give names of your brothers and sisters)

B. Some of the things I especially like about my family are:

C. Some of the problems I have with my family are:

VI. My Social and Emiotional Characteristics

A. In general I would have this to say about my ability to:

1. take responsibility - good fair poor
2. work with a group - good fair poor
3. take failure - good fair poor
4. take criticism - good fair poor
5. take disappointment - good fair poor
6. solve my own problems - good fair poor

VII. My Plans for the Future

HOME ECONOMICS
SAMPLE LESSON - GRADE 7

Title: Personality Checklist

Rationale:

We learn to deal with our own emotions and feelings only after we are able to take an objective look at ourselves.

Concept 1:

Each child should develop a positive and realistic self-concept.

Lesson Objectives:

1. Students will evaluate their appearance, social behavior and emotional feelings.

2. Students will discuss their own interest and aptitudes.

3. Students will recognize their uniqueness as an individual.

Activities:

1. Using the following personality check list, each student will place a check where she feels appropriate (list should be used at two separate points during the unit to determine if students feel differently as a result of their learnings).

2. A lesson will not be outlined, because the teacher will insert the checklist where she feels appropriate.

Evaluation: Dependent on teacher's concepts included in lesson.

HOME ECONOMICS
GRADE 7
SUGGESTED ACTIVITY

PERSONALITY CHECK LIST

	DATE		DATE	
GENERAL APPEARANCE	YES	NO	YES	NO
1. Are you well groomed from head to foot?	___	___	___	___
2. Are your clothes becoming to you?	___	___	___	___
3. Do you select clothing which is becoming to you?	___	___	___	___
4. Is your posture good at all times?	___	___	___	___
5. Are your shoes comfortable and easy to walk in?	___	___	___	___
6. Is your voice pleasant and controlled?	___	___	___	___
7. Do you use grammar correctly?	___	___	___	___
EMOTIONAL CONTROL				
1. Do you have fits of temper when things do not go your way?	___	___	___	___
2. Do you often allow yourself to feel "low"?	___	___	___	___
3. Do you try to be optimistic and happy?	___	___	___	___
4. Do you get sulky or go into a rage when you lose a game?	___	___	___	___
5. Do you take responsibility for your actions?	___	___	___	___
6. Do you get your feelings hurt at the slightest excuse?	___	___	___	___
7. Do you try to solve your own problems?	___	___	___	___
8. Can you be away from your family a short time without becoming homesick?	___	___	___	___
9. Can you work with a group?	___	___	___	___

HOME ECONOMICS

Personality Check List - 2

MANNERS	YES	NO	YES	NO
1. Are you courteous to teachers and others at school?	___	___	___	___
2. Are you courteous to members of your family?	___	___	___	___
3. Are you polite over the telephone?	___	___	___	___
4. Are you rude in an attempt to be funny?	___	___	___	___
5. Do you interrupt people when they are talking because you wish to speak?	___	___	___	___
6. Do you take the trouble to be kind along with your politeness?	___	___	___	___

GENERAL HABITS OF THINKING, FEELING, AND ACTING				
1. Do you argue a lot?	___	___	___	___
2. Do you try to "alibi" yourself out of mistakes?	___	___	___	___
3. Do you brag about your achievements and possessions?	___	___	___	___
4. Do you compliment others on their successes?	___	___	___	___
5. Can you be a good loser?	___	___	___	___
6. Do you sometimes make up stories to make yourself seem more important?	___	___	___	___
7. Do you talk about your friends behind their backs?	___	___	___	___
8. Can you take a joke on yourself?	___	___	___	___
9. Are you a show-off?	___	___	___	___
10. Do you always do your share of the work?	___	___	___	___

HOME ECONOMICS

Personality Check List - 3

CHARACTER TRAITS	YES	NO	YES	NO
1. Are you reliable when you make promises?	___	___	___	___
2. Are you generous?	___	___	___	___
3. Is your first impulse to be kind at all times?	___	___	___	___
4. Are you honest in words and deeds?	___	___	___	___
5. Do you respect the property of others?	___	___	___	___
6. Are you tolerant of the opinions of others?	___	___	___	___

HOME ECONOMICS
GRADES 6, 7, 8

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Objectives:

1. Students will be exposed to many experiences related to numerous occupational fields.

   a. Create interest and curiosity in regard to various types of work.

   b. Create awareness that jobs are related to our environment and natural resources.

   c. Create awareness that jobs are constantly changing, taking on new dimensions and directions, or fading from the scene.

   d. Create a realistic atmosphere pertaining to job demands and requirements the student may face when he enters the job market.

2. To expose students to many career opportunities available with varying degrees of education, but not to emphasize a single career choice at the middle school level.

   a. Make student aware that many jobs are available without college preparation.

   b. Make student aware that career choices should be flexible because individuals often change their occupation because of choice or necessity.

HOME ECONOMICS
SAMPLE LESSON - GRADE 8

Title: Career Exposure to the Fashion Industry

Rationale:

In the Howard County schools, grade eight may be the final exposure to Home Economics for some students, since beyond this level, the program is completely elective. Even more important, at the end of eighth grade, each student selects courses to launch them into a high school program. Consequently, it is believed that at various periods during the eighth grade, specific career information should

be offered to students. Ideally, career information will be varied and individualized to assist the student at whatever level her career interest may lie.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. Students will investigate a career or occupation in which they have an interest, concentrating on realistic aspects such as educational preparation, job availability, and report their findings to the class.

2. Students will begin to understand that there are many and varied types of jobs available at many levels of education.

Activities:

1. Each student will choose an occupation or career related in some way to the fashion industry (This industry is used only as an example. Hopefully, career information would be given at several points during the Home Economics course).

a. Careers in fashion may be written on the board or career information may be filed and files placed around the room for students' perusal.

b. Presentation of the career report is the responsibility of the student.

1) Encourage students to go out into the community and interview people with training pertinent to her area of investigation.

2) Encourage the use of audio-visual materials such as a tape recorder, taking slides or making movies to animate the report.

3) Make information available for preparing transparencies for the overhead or for utilizing the opaque projector.

4) The teacher should help students to be realistic in their interest for a particular career (educational preparation, etc.).

c. In a follow-up session, encourage students to voice opinions concerning reasons they preferred a particular career.

1) Again, be realistic when discussing requirements for the job, working conditions, opportunities for advancement.

2) To complete the lesson, a brain-storming technique may be used to name as many fashion-related careers as possible.

HOME ECONOMICS
SAMPLE LESSON - GRADE 8

Title: Career Experiences in Foods

Rationale:

Many occupations available in today's world deal directly or indirectly with foods. Students should become aware of the importance of the inter-dependency of occupations in relation to foods.

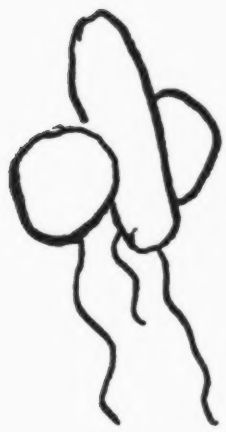
Concept 2:

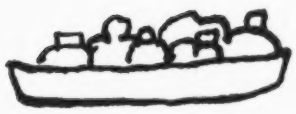
Each child should broaden his horizon in relation to the world of work.

Lesson Objective:

Students will plan and organize a party focusing on the large number of occupations we depend upon to carry out our plans.

Activities:





1. Students plan, organize, carry-out, and evaluate a classroom party.

   a. Stress the many occupational fields touched upon in the planning and organizing phase.

   b. Stress the inter-dependence of many areas of employment.

2. Invite a local caterer or students from a Vo-Tech Food Services class.

   a. Ask them to demonstrate a few simple techniques used in the preparation of party foods, appropriate decorations, etc.

   b. Ask guest to elaborate on reasons he selected his career.

3. Using the format "What's My Line" or "I've Got a Secret," students form a panel and audience and decide what careers they would like to depict.

HOME ECONOMICS
GRADES 6, 7, 8

Concept 3:

Each child should develop wholesome attitudes toward all workers.

Objectives:

1. To develop an awareness of the many types of workers we are dependent on in our daily lives.

2. To investigate the many reasons people select occupations.

3. To discover through varying activities the innate worth of every worker and the work he does.

4. To discover through investigation how occupational fields are dependent on each other.

HOME ECONOMICS
SAMPLE LESSON - GRADE 6

Title: Shopping Manners

Rationale:

Every job and every worker make a positive contribution to our present economic and social system. Students should become aware of the worth of each worker and the work he does.

Concept 3:

Each child should develop wholesome attitudes toward all workers.

Lesson Objective:

Students will examine components of good shopping manners and attitudes toward sales personnel.

Activities:

1. The curriculum suggests a discussion of "shopping pointers emphasizing what to look for in fabrics and shopping manners."

   a. Students may develop and present a skit illustrating both good and bad manners displayed toward sales personnel.

   b. Evaluation:

      1) Why do people display poor shopping manners?

      2) Are poor shopping manners a reflection of a person's attitude toward a particular worker or job?

3) Does every job have an innate value?

4) Is any job important to the smooth functioning of a larger whole (school, community, etc.)?

2. In our daily lives we are dependent on many types of workers.

a. During clothing construction phase of unit, ask the custodian to discontinue cleaning your room for at least two evenings. A lesson can evolve out of the students' reaction to the messy classroom, discussing the important functions performed by people we may not see frequently (custodians, cafeteria workers, mechanical maintenance, etc.).

b. Discuss the ramifications if certain vital functions in schools were inoperable for several days.

1) Cafeteria closes for several days.

2) Heating or air-conditioning ceases to function and mechanical maintenance men do not respond to fix units.

3) Many sewing machines are mal-functioning and repair-man does not come to make repairs.

3. Reasons people select occupations.

a. Plan a fieldtrip to a local fabric shop where students may evaluate fabrics appropriate for their class projects. Ask store owner to discuss with the group the reasons she decided to open a shop.

b. As an alternative to a fieldtrip, invite the owner of a fabric shop to school. She may bring appropriate as well as poor examples of fabric choices for projects. Ask her to include in her talk, some asides to her occupation. Discuss with the class, before her visit, aspects of combining a fashion and business interest into a career in order to facilitate discussion during her visit.

HOME ECONOMICS
SAMPLE LESSON - GRADE 6

Title: Career Investigation

Rationale:

Although sixth graders are not ready for detailed or specific career information, they like to discuss activities they enjoy and speculate about the future.

Concepts:

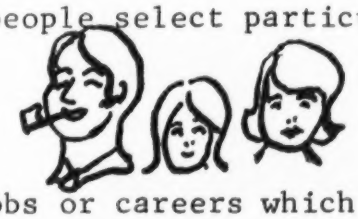
1. Each child should develop a positive and realistic self-concept.

3. Each child should develop wholesome attitudes toward all workers.

Lesson Objectives:

1. Student will exhibit his individuality by collecting a series of pictures concerning careers which interest him (then sharing his reasons for his interest with class members).

2. Students will investigate reasons people select particular occupations.



Activities:

1. Students may collect pictures of jobs or careers which interest them. Also encourage them to include leisure activities they enjoy as a family unit.

   a. At the beginning of the lesson, encourage an exchange of ideas among classmates regarding their picture collection.

   b. Questions to stimulate or facilitate discussion:

      1) Why were the interests shown very different from one person to another? What are reasons people differ in likes and dislikes?

      2) For what reasons were you interested in the occupation displayed in your collection?

      3) Is your father's and/or mother's job represented in your pictures? Would you like to enter the occupation either of them has chosen?

      4) Do your parents have ideas about the career you should select?

5) Do you think you will be free to choose any career you wish, even if your parents disapprove?

6) If you have older brothers and sisters, what are their career interests?

7) What leisure activities do you enjoy as a family? In your opinion, is spending some time together important to family life?

2. The teacher may make her own collection of pictures on a variety of subjects; group them according to topic, and mount them on large sheets of construction paper. Label each picture A, B, C, etc.,. (Topics to collect pictures on: faces showing various emotions, activities families enjoy, current teen fads in clothing, styles of houses, etc.)

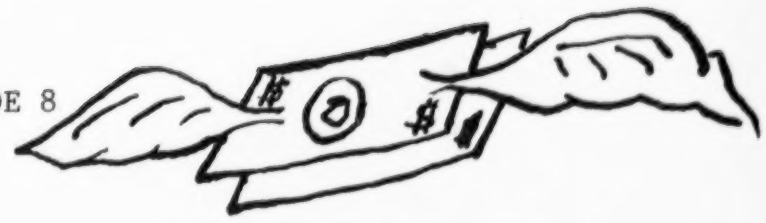
   a. Place the series of pictures around the room, and ask students to carefully view each set, attempting to locate in 1 picture from each group something they like or something they can relate to, (example: style of clothes, home they prefer, a facial expression they think is similar to theirs, etc.). Stress that they should <u>not</u> share their answers with anyone!

   b. Ask same group of students to pair themselves with someone they know well. This time they will go through the series of pictures attempting to select the picture they think their friend selected in Part A. Then the two should compare their guesses concerning each other.

   c. In the discussion, question the reasons everyone liked different things. Why did friends who thought they knew each other well have difficulty selecting the same item?

3. Invite a parent (preferably several) whose occupation is Home Economics related (butcher, restaurant hostess, cafeteria worker, etc.). Discuss reasons they selected their career.

HOME ECONOMICS
SAMPLE LESSON - GRADE 8



Title: Employment Information

Rationale:

We are dependent upon many workers in our daily lives. Students should investigatesome of the reasons why people select their careers.

Concept 3:

Each child should develop wholesome attitudes toward all workers.

Lesson Objective:

To provide students with opportunity to examine a variety of jobs firsthand and to interview workers who perform the jobs.

Activities:

1. Preparation for class fieldtrip to near-by area where students may visit the following businesses:

department stores	drug store
realty company	restaurant
supermarket	beauty salon
small shops	dry cleaning establishment

   a. The field trip preparation should follow classroom learning experiences in relation to the management of both time and family financial resources.

   b. The day before the excursion, distribute to class and discuss with them the following survey sheet ("Investigating and Occupation").

      1) The survey is designed to be general and may be adapted as the teacher sees need from the businesses to be visited.

      2) 8th graders who are curious about part-time employment in the future may center their interviews around more specific questions.

      3) In class discussion, emphasis should be placed on manners to be used and sensitivities involved in asking somewhat personal questions.

      4) Students may be encouraged to tape responses of various people and/or to take slides, make movies, etc.

Evaluation:

Students should exchange general information gained in their field trip experience. Encourage questions arising from survey sheet used. Evaluate potential for part-time employment based upon results of interviews.

HOME ECONOMICS
GRADE 8
SUGGESTED ACTIVITY

Investigating An Occupation

I. Nature of job
   - A. Duties and responsibilities
   - B. Reason for selecting occupations
   - C. Possibility of part-time employment

II. Working conditions
   - A. Number of hours daily
   - B. Indoor or outdoor job
   - C. Sitting, standing, walking, traveling
   - D. Surroundings

III. Personal requirements
   - A. Sociable
   - B. Energetic
   - C. Leadership Potential
   - D. Age restrictions
   - E. Personal Appearance

IV. Qualifications
   - A. Kind of education
     1. High School
     2. Technical
     3. College
   - B. License required by state, etc.
   - C. Internship, apprenticeship
   - D. Length of training: cost of training

V. Future
   - A. Benefits and salary increases
   - B. Promotion possibilities
   - C. Job security
   - D. Job outlook (new fields opening or area dying off)

HOME ECONOMICS
SAMPLE LESSON - GRADE 7

Title: Our Dependence on Many Workers

Rationale:

All jobs are necessary and for any organization to function, many interdependent jobs must be operational.

Concept 3:

Each child should develop wholesome attitudes toward all workers.

Lesson Objective:

Students will list all jobs they know of connected with school, then tour school talking to various employees.

Activities:

1. Make a list of all workers necessary to the smooth operation of a school.

2. Plan a walking tour of the school and talk with various workers about their contribution to the total school organization. If tour is conducted during a Foods unit you will probably want to make a visit to the cafeteria the focal point. Students may want to question each worker regarding her particular job, working conditions, etc.

HOME ECONOMICS
SAMPLE LESSON - GRADE 8

Title: Exposure to Vocational Technical Training

Rationale:

Students should be exposed to a wide variety of careers with each set different educational requirements and levels of technical skill.

Concept 3:

Each child should develop wholesome attitudes toward all workers.

Lesson Objectives:

1. Students will be exposed to career possibilities through vocational training.

2. Students will become acquainted with vocational programs and areas of preparation offered.

HOME ECONOMICS

Activities:

1. Invite several students involved in vocational-technical training to discuss their course of study, relevance they believe their program has to actual entry into the job market, and their future career plans.

   a. You may wish to invite students involved in any or all of the following areas:

cosmetology	data processing
industrial sewing	horticulture
nursing aide	media assistant
health services	draftswoman
food service	

   b. Classes should be briefed before students' visit to facilitate discussion with guests.

   c. To help guests feel more at home, class may be broken into several smaller groups and students may speak with each group.

Evaluation:

1. Discuss the differences between vocational and other high school program.

2. Evaluate merits of vocational training.

HOME ECONOMICS
GRADES 6, 7, 8

Concept 4:

Each child should learn to utilize leisure time profitably.

Objectives:

1. To acquaint student with activities suitable for family units.

2. To make student aware that leisure activities may contribute to success in a chosen vocation.

3. To make student aware that leisure activities can be personally fulfilling and positively effect his mental health and happiness.

HOME ECONOMICS
GRADE 6

Title: Hobby Exhibits and Demonstrations

Rationale:

Relaxing and using leisure effectively should be an equally important life-partner with working efficiently.

Concept 4:

Each child should learn to utilize leisure time profitably.

Lesson Objectives:

1. Make student aware that leisure activities can be personally fulfilling.

2. Student will be exposed to some hobbies which may contribute to success in chosen vocation.

Activities:

1. Hobby exhibts and demonstrations

   a. Exhibit should be planned and organized by students.

   b. Parents should be invited to bring their hobby exhibits also.

   c. Demonstrations, where feasible, will add animation to class.

   d. Physical set-up will depend on facilities.

Evaluation:

1. What satisfactions do participants derive from hobbies?

2. Are students' hobbies connected with any future career interests? Have parents' occupations resulted from leisure interests?

3. Are any of the hobbies exhibited shared by the entire family?

HOME ECONOMICS
SUGGESTED ACTIVITY

Occupation Jig-Saw Puzzle

Students locate large pictures of a job being done. (These can generally be obtained from magazines.)

Paste the picture securely to an equivalent piece of tag-board. Cut into jig-saw puzzle pieces. The industrial arts department may provide help in this.

Exchange pictures to reassemble!

"Coffee-Pot"

Two students decide on a given occupation. Students, in turn, ask questions, which must be answered either "yes" or "no", such as, "Do you use a wrench to coffee-pot?" "Do you need a car to coffee-pot?" "Do you wear a uniform to coffee-pot?"

Questioning continues until someone guesses the occupation.

No question may be asked more than once so the students must listen carefully to all the questions in order to take advantage of clues given in other questions.

The person who guesses the job chooses a partner and they become the next team.

INDUSTRIAL ARTS
GRADES 6, 7, 8

The primary concern of Industrial Arts at the middle school level is to provide the student with a wide background of our technological society. To enhance the program, a study of careers should be included as an active part of the student's investigation. It is obvious that a complete study of each occupation would be too time consuming. The total presentation is limited only by the ingenuity of the teacher.

In studying careers, a wide specific plan should be provided to allow for the continuous study at each grade level. Planning should be less specific for the sixth grade level and proceed to a more specific study at level eight.

Following are some ideas which might be implemented to assist in presenting career information:

1. Field trips to industries or businesses related to the area of study will allow the student to actually sense the environment surrounding different occupations.

2. Audio-visual presentations such as, filmstrips, tape recordings, films, and photographs, could be used to support information prepared through individual or group studies.

3. Resource people from the community could talk to the class to provide more specific information on occupations. Parents could be involved by providing information related to their occupation.

4. Visits to vocational centers could be arranged to allow the students to understand what type of training and education is required for specific trades.

5. A resource center could be developed within the classroom and in the guidance office to allow for independent study. Books, filmstrips, film loops, pamphlets, and periodicals should be made available in categorical order.

6. Job surveys of the immediate community could create local interest and pride and would utilize local resources.

7. Student reports and group discussions could evolve from class work. Report assignments should carry out an investigation of occupations by students individually or in study groups. The results of such studies would help clarify and develop a better understanding of specific types of jobs.

INDUSTRIAL ARTS
SAMPLE LESSON - GRADE 6

Title: Investigation of Industries and Occupations

Rationale:

A study of occupations and careers should be included as an active part of the total Industrial Arts program. It is important that each student be given an opportunity to study many careers to establish individual interest patterns.

Concepts:

1. Each child should develop a positive and realistic self-concept.

2. Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. To study occupations and careers as an integral part of the overall study of our technological society.

2. To develop a general knowledge of different types of jobs and careers.

3. To provide an opportunity for children to develop certain inherent interests.

Suggested Activities:

I. Classify occupations into one of the following groups:
   A. Professional, managerial, skilled, semiskilled
   B. Family grouping
      1. Service
      2. Business
         a. clerical
         b. sales
      3. Science and techrology
      4. Outdoor
      5. General cultural
      6. Arts and entertainment
   C. Industry groupings
      1. Technical
      2. Communication
      3. Transportation
      4. Power

II. Investigate specific occupations:
   A. Divide class into research groups and assign a group topic.
   B. Develop a guideline for individual or group investigation of a specific occupation. (Sample guideline is shown in general rationale section)
   C. Have each group research and prepare reports on the assigned topic.

D. Group the reports into a notebook to be presented to the entire class. (All notebooks and information developed by the class could be used to create a resource center on Career Development.)

Suggested Related Activities:

From information presented by group research, organize and produce a quiz show within the class using "What's My Line?" or "To Tell the Truth" as possible program schemes. The panel of questioners could be made up of one representative of each research group. Contestants could use research information from the study to become familiar with different occupations and from such act out the role of the worker.

Evaluation:

Question the class as a group and ask for any new understanding of workers.

INDUSTRIAL ARTS
SAMPLE LESSON - GRADE 6

Title: Investigation of Industries and Occupations

Rationale:

Leisure time quite often tends to be wasted time. A need for organization of leisure time in a constructive manner is most important in the further development of individual interests. Providing time for interest-involved activities would assist in developing wholesome leisure time attitudes.

Concept 4:

Each child should learn to utilize leisure time profitably.

Lesson Objectives:

1. To develop in the child an awareness of the importance of leisure.

2. To develop activities for the child to explore his interests.

3. To develop in the child an ability to evaluate different types of leisure.

Suggested Activities:

1. Develop within the class schedule a Hobby-Model Club.

   a. Devote a number of regular class periods a month to this club.

   b. Allow the student to build model cars, ships, and planes, etc.

   c. Allow an opportunity to involve Science Club/Rocket Club activities within the shop area.

   d. Try to introduce new leisure time activities and crafts to all students.

   e. To enhance the work period, select a project-of-the-month and display it for the rest of the school.

INDUSTRIAL ARTS
SAMPLE LESSON - GRADE 7

Title: The World of Work and the Worker

Rationale:

The world of work has many individual roles and responsibilities. It is important that students realize and understand the responsibilities involved in working with others. It is equally important that students learn to have pride in occupation and respect for other job positions.

Concept 3:

Each child should develop a wholesome attitude toward all types of workers and jobs.

Lesson Objectives:

1. To study and develop responsible work habits.

2. To create an awareness of the importance of working with others.

3. To show that different jobs must function together to accomplish a single goal.

Suggested Activities:

1. Creat a mock company to involve the entire class.

   a. Select a company related to the area and unit of the shop.

   b. Select a product or item which the mock company could mass produce.

   c. Have the class research mass production and assembly line basics to gain a general knowledge of the interaction of workers.

   d. Review the research material with the class and create a table of job positions and work stations required to produce the item.

   e. Assign job positions and work stations. Explain to each student the duties and responsibilities of each job.

   f. Produce one product to show the interaction of different jobs.

   g. Begin production allowing student foreman full authority.

(Note: Photograph each job position and prepare a display for total school viewing.)

Evaluation:

1. Have each student prepare a report on how the production line worked.

2. Have students explain how the different jobs were necessary for final production of the item.

INDUSTRIAL ARTS
SAMPLE LESSON - GRADE 7

Title: The World of Work and the Worker

Rationale:

To fully utilize local resources in career development, a complete listing of businesses should be established. In listing these references, a local map showing the name of the company, what they do or make and where they are located would help simplify the total picture. A visual relationship would create pride and understanding of the community.

Concept 2:

Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. To create an understanding of community occupation opportunities.

2. To create pride in both community and local environment.

3. To provide references for further studies in career development.

Suggested Activities:

1. Draw a large map of the county and locate primary communities.

2. Assign sections to research groups and begin investigating the businesses located in specific sections.

3. List the businesses on the map, type of work, and approximate number of employees.

4. Display the map for other classes to use in studying local occupations.

Suggested Related Activities:

A map could be placed on a sheet of plywood and small electric lights could be applied to circuits and contact points. The list of companies could be shown in order on one side of the map and types of work done listed on the other side. Circuits could connect location and type of work to illustrate more clearly the relationship of the material.

INDUSTRIAL ARTS
SAMPLE LESSON - GRADE 8

Title: Personal Career Investigation: TRADE FAIR

Rationale:

At the eighth grade level, students should make certain educational choices to determine their high school program. At this level, students should relate their interests to broad occupation fields and investigate them fully. The need for personal identity and direction is most important in choosing a career.

Concepts:

1. Each child should develop a positive and realistic self-concept.

2. Each child should broaden his horizon in relation to the world of work.

Lesson Objectives:

1. To strengthen the student's knowledge of the career he has chosen to investigate.

2. To develop a self-identity with the career chosen.

3. To portray the occupation and inform others of its function in society.

Suggested Activities:

1. With the cooperation of administration and other departments, assist in setting up a Trade Fair to be presented to the school and the community.

   a. Set up booths, displays, etc., showing different occupations.

   b. Allow the students to portray jobs available in each area.

      1) Student could dress the part.

      2) Student could give demonstrations explaining job functions.

   c. Have students gather information, pamphlets, booklets, etc., to be given to other students.

   d. Invite local people in different careers to explain their jobs.

   e. Invite parents to view the fair and participate if possible.

Suggested Related Activities:

1. Prepare a slide or film presentation of the entire fair. Have student assist in photography.

2. Present the program at PTA meetings, local organization meetings and to other schools.

3. Organize and establish a resource center or file to be made available to the students and to aid in further studies of occupations and careers.

4. Categorize all the acquired information and have the students supplement data by using the investigation ideas listed in the general rationale section.

5. Prepare an occupation file.

   a. Define the occupation.

   b. Give a local reference.

   c. List available resources.

6. Photograph different occupations and create a file in categorical order.

ART
GRADES 6, 7, 8

Rationale:

Art is a form of expression basic to all people. Through this form a person may express his feelings about himself and the world around him.

Concepts:

1. Each child should develop a positive and realistic self-concept.

2. Each child should broaden his horizon in relation to the world of work.

4. Each child should learn to utilize leisure time profitably for mental health, physical health, and personality development.

Generalizations:

1. Art is a subject conducive to creating an awareness of constructive leisure time activities and art related careers.

2. A teacher who is aware of the importance of career development can relate each project to the world of work. (Example: Repeat designs relate directly to fabric design; greeting cards design to the commercial market.) Student interest may lead to the exploration of the opportunities available, salary, conditions of work, education required, etc.,.

3. The possibility of art projects leading into leisure time activities should be brought to the attention of the students.

4. Art may be used to enhance the studies in other subject areas. Co-ordinating art projects with academic units involving career development may make them more meaningful.

Objectives:

1. The student should be encouraged to express himself as an individual in various ways using a variety of media.

   a. Those not adept with language skills may find in art a satisfying means of expression.

   b. Individuals with repressed feelings may find release in artistic endeavors.

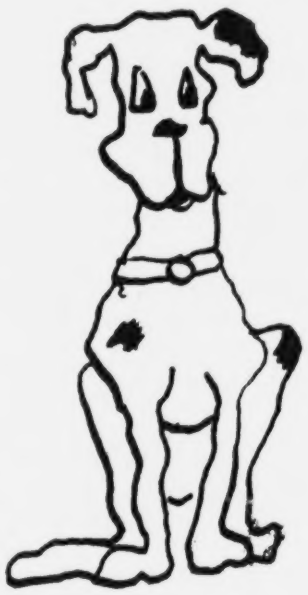
2. The student should become aware of the importance of art in everyday life.

a. He should become cognizant of careers related to art.

b. He should become aware of leisure time activities related to art.

ART
SUGGESTED ACTIVITIES - GRADE 6

1. Symbolism to Express Self-Concept (Concept 1)
   Consider these questions: If you were an animal, what kind of animal would you be? How do you think you would look? What animal suggests your type of personality? Your disposition? Express you self-concept with design, color, and texture using the media that would seem appropriate; for example, free painting, clay, papier-mache.



2. 3-D Experimentation (Concept 2)
   Make sculpture or pictures of scrap objects to represent a leisure time activity or a job.

3. Repeat Design (Concept 2)
   Create design using name of occupation or worker repeated over the paper. Use cut out picture or drawing of tool or instrument appropriate to the word within some letters.

ART
SUGGESTED ACTIVITIES - GRADE 7

1. Symbolism to Express Self-Concept (Concept 1)
   Picture yourself in your family, community, world. This may be done realistically or by design, cartoon, circus picture, etc.

2. Collage: Me, Myself, and I (Concept 1)
   Select pictures, words, and miscellaneous items to represent your interests and personality traits; then make a collage.

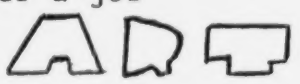
3. Illustrative Words (Concept 2)
   Use the names of occupations or workers and print them in double line letters. Then use design and color to illustrate appropriately.

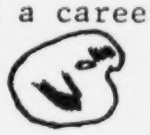
4. Design Project (Concept 2)
   Design a more efficient and attractive telephone, faucet, chair, paper towel dispenser, or cabinet door handle. Bring in objects and talk about how to make them visually pleasing as well as more efficient.

ART
SUGGESTED ACTIVITIES - GRADE 8

1. Personality in Color (Concept 1)
   Express your personality in color and design. Use line and color representative of your moods (morning, noon, night) and work into a designated kind of design. This may be introduced by discussion of color, its implications for personality, with illustrations of line designs (angry lines, happy lines, etc.) on the chalkboard.

2. Collage: Careers (Concept 2)
   Make collages which are occupational in nature.
   a. Represent the various jobs in a career field.
   b. Arrange pictures of objects used on a job under a job heading.
   c. Fit the collage into the letters of a career or symbol representative of career. Bulletin board displays may follow.





3. Biographical Studies (Concept 2)
   Make a study of artists, including contemporary artist, and lead naturally into a discussion of present art opportunities and earnings in the field. Invite college students or community art persons to give information on areas of interest.

4. Cut and Paste (Concept 2)
   Cut out pictures of a person on a job. Cut and paste appropriate humorous words and phrases to add to the design.

GENERAL MUSIC
SAMPLE LESSON - GRADE 6

Title: The Human Voice

Rationale:

The human voice is probably man's most intimate instrument. It is a source of personal expression and fulfillment, a means of sharing talent through socialization, and a career potential for the talented.

Concepts:

1. Each child should develop a positive and realistic self concept.

2. Each child should broaden his horizon in relation to the world of work.

4. Each child should learn to utilize leisure time profitably.

Lesson Objectives:

1. To study the human voice.

2. To show career and avocational opportunities to vocally oriented pupils.

Teaching Strategies:

Materials: Carpenters (A & M SP 4271) "Close to You"
Simon and Garfunkel (Col KCS 9914) "Bridge Over Troubled Water"
Arias from Bizet's "Carmen" or "Carmen Jones"

1. Play excerpts from recorded examples above.

Elicit student reactions around ---

a. Music oriented themes: Voice ranges. Terms for voice ranges singly and in combination-soprano, alto, solo, etc.,. Mood. Style. Accompaniment. Instrument.

b. Career oriented themes: Consider how the Carpenters, for example, entered into their career. Biographical information. What avocational and vocational opportunities are related to this sort of music making in our society?

2. Have class sing some of the songs on the records.

3. Have pupil and small group ensembles perform for class members.

Evaluation:

1. ("Classic" solo voices.) Play "standard" repetory, solo voice records. Compare the concert, art-type performance and repetoire with folk, jazz, and rock style.

2. What are the career implications for the "classic" and "popular" performer? Training. Life style. Artistic goals. Remuneration. Fluctuation of popular taste.

GENERAL MUSIC
SAMPLE LESSON - GRADE 7

Title: Folk Songs and "Composed" Folk Songs

Rationale:

Song is an expression of a two fold human impulse--a need for self-expression and communication by social commentary. The individual may express himself directly and creatively through song; on another level, this self-expression may become career oriented.

Concept 4:

Each child should learn to utilize leisure time profitably.

Lesson Objectives:

1. To acquaint the class with folk music - past and present.

2. To relate music to leisure time activities.

Teaching Strategies:

1. Play several examples of prominent folk singers, for example, Pete Seeger, Burl Ives, Alan Lomax, Theodore Bikel.

2. Follow up with class singing of these songs. Encourage individual pupil performance and accompaniment.

3. Involve class in brief discussion of the emotional and social content of the lyrics. Analyze the music in keeping with class musical background: vocal line, accompaniment, performer's style.

4. Refer to bards, troubadors, minnesingers and guild singers, considering their role historically as participants in leisure time and career activities.

5. Relate the "historical" folk song to the contemporary, "composed" folk song.

6. Play examples performed by Bob Dylan, Peter-Paul-Mary, Gordon Lightfoot, Judy Collins, Richie Havens.

7. Discuss the social and emotional impact of these songs, the immediacy impact of love songs, protest songs, peace songs.

8. Have the class sing some of these songs where possible. Encourage individual or ensemble performance.

9. Call on pupils to relate their feelings about folksinging - the listener and the performer viewpoints.

Evaluation:

Discuss leisure time and career aspects of folk singing and playing.

GENERAL MUSIC
SAMPLE LESSON - GRADE 8

Title: Careers in Music

Rationale:

The purpose of this lesson is to focus on the career implications in music for a wide range of competency, from the musically interested to the musically talented. For example, the English student with a strong interest in singing and playing can write his own lyrics, the mechanical buff can build his own electronic equipment to amplify sound, or the talented child can perform for others.

Concepts:

2. Each child should broaden his horizon in relation to the world of work.

4. Each child should learn to utilize leisure time profitably.

Lesson Objectives:

1. To investigate the area of music and music-related careers and activites.

Teaching Strategies:

Motif, "What's My Line?"

Organize a panel: Each pupil on the panel will represent one of the careers enumerated below. He might prepare a poster related to the career activity he is illustrating.

Tape an excerpt from a recorded performance which will be played to the class to illustrate the career. If possible, the pupil himself may demonstrate by his own performance.

To illustrate the procedure: Highlight a solo performer, for example, an excerpt of Benny Goodman playing the clarinet. A poster of the clarinet is shown. Each pupil develops the "What's My Line?" motif in a manner appropriate to the career he is representing.

Materials:

Bibliography:

Rich, A. Careers and Opportunities in Music. E. P. Dutton, N. Y. 1964.

Name careers or activities that may be illustrated:

The solo performer - instrumentalist or vocalist
Conductor or leader
Ensemble performers
Popular music performer
Composer
Teacher - individual or group
Writer about music - critic, musicologist
Sound engineer
Commentator - disc jockey
Lyrics writer - lyrics and book for musicals

Evaluation:

Suggest pupils evaluate music careers: training, life style, personal fulfillment, remuneration.

PHYSICAL EDUCATION
Grades 6, 7, 8

Concept 1

Each child should develop a positive and realistic self-concept.

Generalizations:

A. Each pupil develops at his own rate of speed in physical education, as in career development.

B. Each individual should learn to express himself creatively.

C. Self-confidence and determination are important in order to be successful.

D. Although there are many differences among people in ability, each person is worthy of dignity and respect.

E. Attitudes, ideals, and appreciations develop through situations which lead to social and emotional maturity.

F. We strive to build an understanding that, while success is not always achieved easily, everyone will have both successes and failures in any undertaking.

SAMPLE LESSON PLAN - Grade 6

Title: Team Experiences in Basketball

Rationale:

Students can develop through the team experience the kind of co-operation that is needed in the job-oriented world.

Objectives:

1. To develop an understanding of the interrelation needed in a team situation.

2. To develop an understanding that each member of a team has a role to play in order to make the unit functional.

3. To develop leadership responsibilities in students.

Suggested Activity:

The individual's responsibility to the team.

1. In a team situation, have one person neglect his responsibilities.

2. Observe the reaction of the remaining individuals to this person.

3. Discuss what happens to the morale of the team when responsibilities are neglected.

4. Give one person a leadership role and charge him with the responsibility of seeing that all members of the team participate.

Evaluation:

1. Discuss the reasons for the success or failure of the group.

2. Discuss how one's responsibility to the group can lead to developing the responsibility needed by each person in the work world.

SAMPLE LESSON PLAN - Grade 8

Title: Involving Professional Athletes in Assemblies and Discussions with Students

Rationale:

All students can develop dignity and pride from the accomplishments of others and can benefit from exposure to attitudes and values which are desirable.

Objectives:

1. To expose students to outstanding athletes in a formal and informal situation.

2. To try to present students with an example which they might like to emulate.

Suggested Activity:

1. Invite professional athletes to address the student body at short assemblies during the year.

2. Hold clinics taught by local coaches for segments of the student body to create interest and explain the mechanics of the sport.

3. Conduct dress-up luncheons where students can dine informally and talk to athletes.

Evaluation:

Discuss what has been learned from the experiences with these athletes that would help us to succeed in getting along with others in our future occupations.

PHYSICAL EDUCATION
Grades 6, 7, 8

Concept 2

Each child should broaden his horizon in relation to the world of work.

Generalizations:

A. Natural surroundings have innumerable uses for work and play.

B. Students should be exposed to careers which are outgrowths of physical education.

C. Students should be encouraged to appreciate how interest in physical education leads to certain careers.

D. Good conditioning and co-ordination enables workers to be successful in certain jobs.

SAMPLE LESSON PLAN - Grade 7

Title: Variety of Careers Related to Physical Education

Rationale:

Students should be exposed to as many career possibilities as are available.

Objectives:

1. To expose students to all aspects of careers related to physical education.

Suggested Activities:

1. Each student selects one from the following list of careers.

<u>Professional</u>

Athletic Coach
Physical Education Teacher
Camp Counselor
Dancer
Recreation Director
Sports Cartoonist
Camp Director
Community Recreation Leader
Playground Director
Athletic Trainer
Sports Columnist
Sports Editor
Sports Announcer
Sports Writer
College Athletic Coach
High School Coach

<u>High School plus Technical School Graduate</u>

Playground Worker
Sports Goods Store Manager
Golf Club Maker
Aerialist
Choreographer
Dancer
Professional Athlete

High School

Community Center Worker	Lifeguard
Athletic Manager	Masseur
Time Keeper	Referee
Golf Course Ranger	Camp Counselor
Umpire	Greens Keeper

Less than High School

Caddie	Tennis Court Attendant
Recreation Facility Attendant	Golf Club Attendant
Swimming Pool Attendant	Hunting and Fishing Guide

2. After the choice has been made the student should visit such a worker in the community and request an interview.

3. After this information is gathered a chart might be kept to accumulate all information.

Evaluation:

Have the students discuss their experiences, relating what they have learned.

PHYSICAL EDUCATION
Grades 6, 7, 8

Concept 4

Each child should learn to utilize leisure time profitably.

Generalizations:

A. Many skills in physical education can be applied to a variety of leisure time activities.

B. Each student should become aware of leisure as a necessary part of life.

C. Students will react to those activities that affect or interest him.

D. Students should become aware of the emphasis that a community gives to leisure activities.

SAMPLE LESSON PLAN - Grade 7

Title: Investigating Leisure Time Activities

Rationale:

Students should be encouraged to investigate leisure and pursue leisure time activities in order to develop a more well-rounded life.

Objectives:

1. To investigate and discover which leisure time pursuits students are involved in.

2. To discover which activities students would like to participate in.

3. To create interest in leisure time pursuits.

Suggested Activity:

1. Take a survey to find out which leisure time activities the students are already involved in and how much time is spent on these activities.

2. Take a survey to find out which leisure time activities each individual does not now participate in, but would like to.

3. Have the students who like a particular activity teach those who would like to learn.

Evaluation:

The students, who have taught the activity, should be evaluated by how well the activity has been learned and how interested the learner becomes in the activity. Give credit if the learned activity is pursued after school hours.

SAMPLE LESSON PLAN - Grade 7

Title: International Sports

Rationale:

Students can learn about people of other countries by appreciating the sports which are most popular in those countries.

Objectives:

1. To develop an appreciation for the sports of other countries.

2. To learn about the nature of people in other nations through through their sport participation.

Suggested Activity:

1. Investigate different countries to discover which sport or activity is most popular.

2. Discuss the reasons (physical, cultural, etc.,.) why this sport is most popular.

3. Examine whether the sport is a team sport or individual sport and list the benefits.

4. Try to evaluate what this information tells us about the peculiar character of the people who live in that nation.

5. Look up the Olympic Games and discover which countries participates, and in what event they excel.

6. Break up the physical education classes into countries according to Olympic Events and have your own Olympic Games.

Evaluation:

Discuss whether or not the students would wish to visit any of the countries reviewed and why the sports of those countries would affect the leisure activities.

SAMPLE LESSON PLAN - Grade 8

Title: Golf: A Sport for All Ages

Rationale:

In order to appreciate leisure activities, students need to learn more about sports like golf, which can have a carry-over value after their school years.

Objectives:

1. To involve students in the creation and maintenance of a golf course.

2. To involve students in all aspects of the golf spectrum.

Suggested Activity:

1. Bring to the school a local golf pro and grounds keeper who will work with students to design a small golf course. (Maybe, if space prohibits, one hole could be developed.)

2. Enroll interested students to help layout the course.

3. Enroll interested students to mow the grass, dig the holes and maintain the course.

4. Enroll students to develop rules for this course.

5. Enroll students to make flag poles for the course.

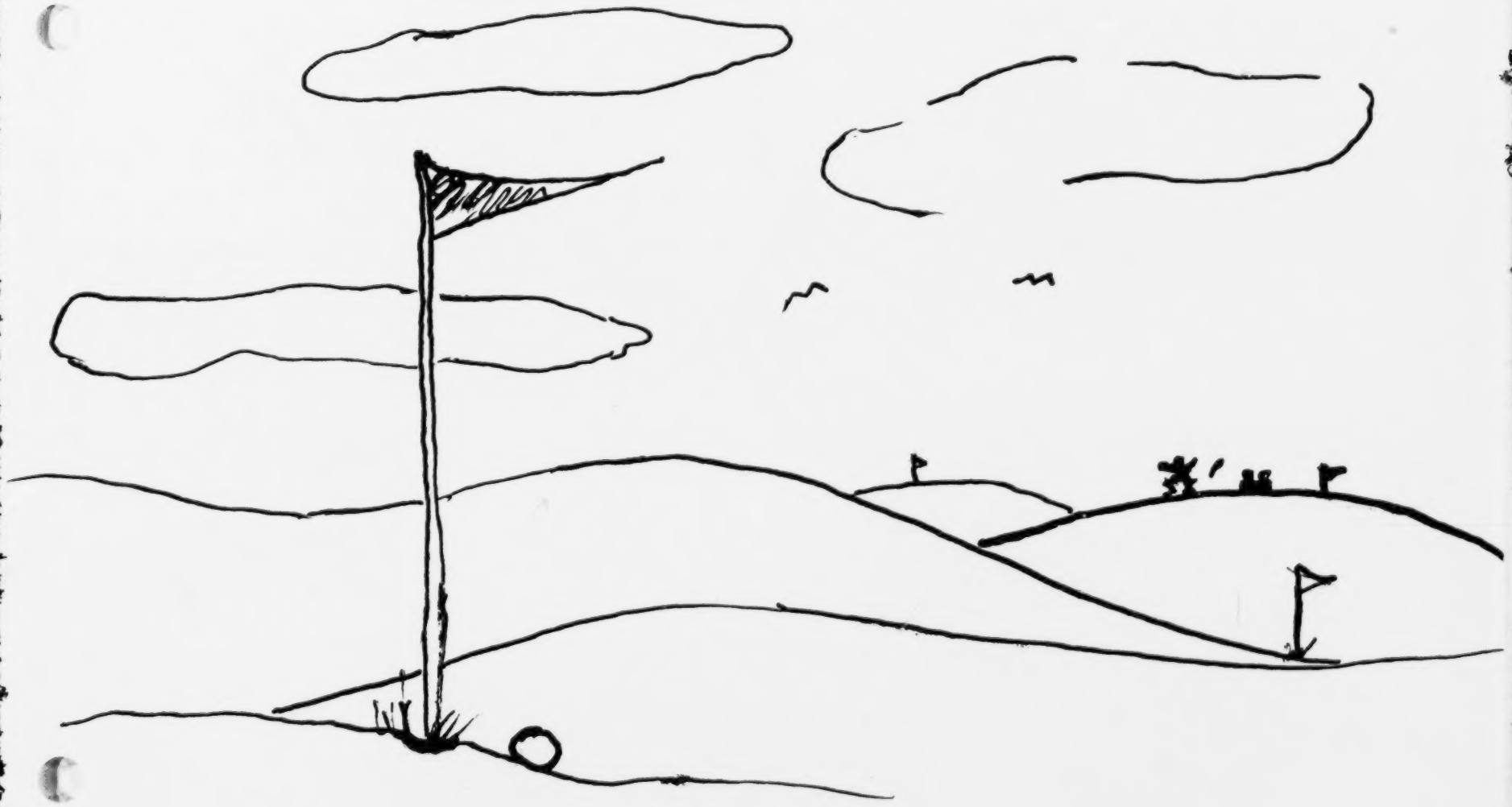
6. Set up a tournament.

7. Set up a committee of officials to run tournament.

Evaluation or Culminating Activity:

Discuss experiences derived from this activity.

Discuss how people can play golf long after they are too old to participate in other activities. Discuss other sports which have the same carry-over value.



INTERVIEW FORM

(To be used with Grade 7 Sample Lesson)

1. What is the salary range?

2. What are the hours?

3. What are the advantages and disadvantages?

4. What are the educational requirements?

5. What personal characteristics would make a person successful in that career?

6. Other information that may be interesting.

INTERDISCIPLINARY ACTIVITIES
GRADE 6, 7, 8

The activities on the following pages have broad application to all subject matter areas. They may be readily adapted for interdisciplinary teaming or school-wide programs.

OCCUPATIONS FAIR

Students and teachers should develop a format most suitable to their school situation. Some suggestions:

1. Invite representatives of various occupations to demonstrate their skills.

2. Invite local companies to present occupational displays.

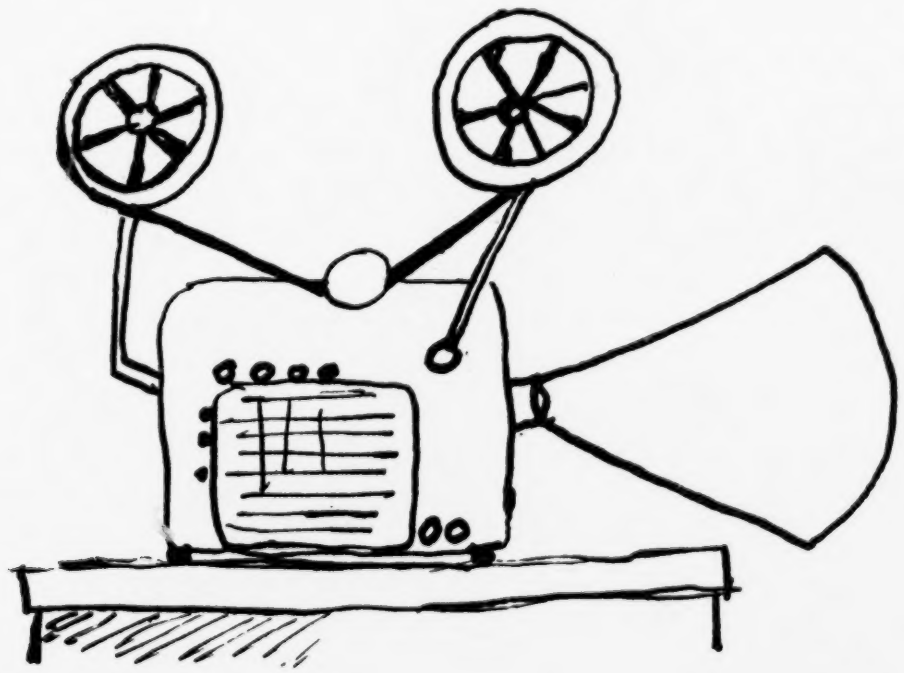
3. Have students research occupations and set their own information booth. They may want to dress as their occupation indicates. (Booths may be set up in the gym, outdoors, or over the entire school area, depending on the season, local situation, etc.)

A-V CLUB

Students learn to operate school A-V equipment in conjunction with the media center. They work as aids in bringing materials to classes, putting them in operation and making simple repairs.

These boys and girls may be organized formally into a club.

Note: This activity has been successful in a Special Education Program.



INTERDISCIPLINARY ACTIVITIES

SMILES DAY
(Hobby and Leisure Time Activities)

Students organize a Hobby and Leisure Time Fair. This may be done in conjunction with the Occupations Fair. Same guidelines apply.

CAREER CLUBS

This is an investigative activity designed to give the students an in-depth examination of a specific career. Examples are the FTA, FNA, Rifle Club, etc.

FACULTY INVOLVEMENT IN IN-SERVICE DAY

Objective: To acquaint the faculty with the occupational curriculum.

ITV

Teachers can review the catalogue and let students view programs pertinent to their course of study.

VOCATIONAL, TECHNICAL, AND TRADE SCHOOL TOURS

In order to better acquaint the students with the variety of occupations and courses of study available to them, the teacher can arrange a trip to local vocational, technical, and trade schools.

TEACHER/STUDENT FRIENDS PROGRAM

This program would follow the idea of a Big Brother Plan.

DIORAMAS, MOBILES, MURALS, AND OTHER DISPLAYS

These art forms may be developed in conjunction with Art classes as the need arises.

INTERDISCIPLINARY ACTIVITIES

SUGGESTED OUTLINE FOR AN INTERVIEW

1. What is your job title?

2. What do you actually do on the job?

3. What do you like about your work? dislike?

4. Why did you select this job? Would you make the same choice? Why? What would you do again?

5. What training and education are required? Where do you get it?

6. What opportunities exist in your field? Are jobs plentiful?

7. What opportunities exist for advancement?

8. What is your salary? Say, "Don't answer if you think it's too personal." What about vacation? fringe benefits?

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Fallett Vocational Reading Series
John Leveron, Auto Mechanic
Marie Perrone, Practical Nurse
The Delso Sisters, Beauticians

The following publishers publish career series:

Julian Messner, Inc.
8 W. 40th St.
New York, New York 10018

E.P. Dutton and Co., Inc.
201 Park Ave. S.
New York, New York 10003

Richard Rosen Associates, Inc.
29 E. 21st St.
New York, New York 10010

H.Z. Walck, Inc.
19 Union Square W.
New York, New York 10003

Non-Print Materials Available
From Howard County Department of Education Media Center

F - 4	Development of Communication from Telegraph to T.V. b/w 10 minutes. Level EMH.
F - 23	Our Community. b/w 11 minutes. EM.
F - 29	Development of Transportation. b/w 11 minutes. EMH.
FC - 2	Archaeologists at Work. reg. 8. Color 3:30 minutes. MH.
FC - 17	Paleontologists at Work. reg. 8. Color 3:30 minutes. MH.
FC - 41	Raising a Queen Bee. Super 8. Color 2 minutes. EM.
FC - 42	Raising Microscopic Water Animals. Super 8. Color 1:22 minutes MH.
FC - 98	Seaweed Harvesting. Super 8. Color 4 minutes. EMH.

Picture Sets

5	Modern Workers. 32 pictures, Color.

Sound Filmstrips

598	Retailing Serves the Consumer. 1 record. MH.
601	New Communications Era. 1 record. MH.
602 - 606	Crisis in the Environment. 5 records. MH.

Transparencies

Conservation #2	352-2	Our Soil Resource.
Conservation #3	353-3	Our Water Resources.
Conservation #4	15-0354-9-4	Our Plant Resources.
Conservation #5	355-5	Our Animal Resources.
Science #30	276-30	Story of Steel.
Science #31-E	277-31-E	Story of Rubber.
Science #33	277-33-E	Story of Gas

Check Media Catalog found in each middle school media center for detailed description of materials.

E - Elementary M - Middle H - High

FILMSTRIPS

A Better You - 6FS. McGraw-Hill.

Developing Your Study Skills. Guidance Associates.

Food, Clothing and Shelter. 12FS. SVE.

Foundation for Occupational Planning. SVE.

Life Issues. SVE.

Managing Your Money Series. 6FS. McGraw-Hill.

School Helper's Series. McGraw-Hill.

Teen Etiquette Series. McGraw-Hill.

Values for Teenagers, The Choice is Yours. Guidance Associates.

Your First Year in High School. Guidance Associates.

Your World and Money. 58 Frames. Household Finance.

SOUND FILMSTRIPS

Babysitting-the Job-the Kids. (A100-402) Guidance Associates.

Choosing Your Career. (A-100-683) Guidance Associates.

Four Who Quit. Guidance Associates.

Getting and Keeping Your First Job. (A101-608) Guidance Associates.

Job Opportunities Now. Eye Gate House, Inc.

New Horizon: Careers in School Food Services. (A103-307) Guidance Associates.

New Look at Home Economics Careers. (A103-323) Guidance Associates.

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Transportation: Where Do We Go From Here? (A420-800) Guidance Associates.

Vocational Decisions. Kunz, Inc.

Why Work at All? (A106-318) Guidance Associates.

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The Big Question - Choosing Your Career. (28 minutes.) Association Films, Inc.

Choosing Your Occupation. Coronet.

The Construction Worker. Modern Talking Picture Service.

Getting A Job. Encyclopedia Britannica Films.

Health Careers. National Society for Crippled Children.

Installment Buying. Coronet.

Keepers of the Lamp. American Hospital Association.

Littlest Giant. Modern Talking Picture Service.

Man's Confidence in Man. Modern Talking Picture Service.

RECORDS

Man's Work. McGraw Hill.
Scope: 100 recorded on-the-scene interviews with men talking about their jobs as they work.
Available from all Howard County High School Guidance Offices.

Twenty Minutes That Can Change Your Life - Earl Nightengale.

8 mm FILM CARTRIDGE

Job Opportunities. Encyclopedia Britannica.

TAPES

Vocational Interview Tapes. "Your future as ....." Guidance Associates.

TRANSPARENCIES

The Best Career Choice. Valiant I.M.C.

Guide to Finding a Job. (72017-003) Valiant I.M.C.

GAMES, SIMULATION AND CAREER GUIDANCE KITS

Careers for Women. S.R.A.

Careers in Science and Math. S.R.A.

Consumer. Western Publishing Co.

Developing Better Self Awareness Kit. Educational Innovations, Inc.

Economy. (6th Grade) Alet. Association

Life Career Game. Western Publishing Co., Inc.

Machinists Career Simulation Game. Alet. Assoc.

Market. (6th Grade) Alet. Assoc.

Occupational Exploration Kit. S.R.A.

Widening Occupational Roles Kit. S.R.A.

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55 Wheeler Street
Cambridge, Massachusetts 02138

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Personnel and Guidence Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Association Films
347 Madison Avenue
New York, New York 10017

B'nai B'rith Vocational Service Bureau
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Careers
Largo, Florida 33540

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Moravia, New York 13118

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Coronet Building
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343 State Street
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New York, New York 10022

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1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Society for Crippled Children and Adults, Inc.
Audio-Visual Aids Department
2023 W. Ogden Avenue
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SRA - Science Research Associates, Inc.
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Chicago, Illinois 60611

SVE-Society for Visual Education, Inc.
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Chicago, Illinois 60614

Sterling Movies, U.S.A., Inc.
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New York, New York 10023

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Hackensack, New Jersey 07602

Webster Publishing Co., Inc.
New York, New York

RESOURCE MATERIALS TO WRITE FOR:

"Bibliography of Current Occupational Literature"
Publication Sales
American Personnel and Guidance Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009
$1.00 (enclose payment)

"After High School What" - 1970-71 Edition
R.L. Palh and Co.
2001 Elm Hill Pike
Nashville, Tennessee 37217

"What About College?"
R.L. Palh and Company
2001 Elm Hill Pike
Nashville, Tennessee 37217

"College Educated Worker, 1968-80, a Study of Supply and Demand." 35¢
U.S. Department of Labor
U.S. Government Printing Office
Washington, D.C. 20402

"Baltimore Metropolitan Area Career Opportunities for the High School Graduate."
Chamber of Commerce of Metropolitan Baltimore
22 Light Street
Baltimore, Maryland 21202

"How to Choose a Career"
Study Books, Inc.
P.O. Box 21
East Rockaway, New York

"Community Economic Inventory" Howard County, Maryland. June 1969. $1.50
Maryland Department of Economic Development
State Office Building
Annapolis, Maryland

"Technique for Effective Teaching."
Scope: Sociodrama or role playing, group work, panel and round table, field trips and interviewing
Department of Home Economics
National Education Association
Washington, D.C.

"Job Family Series." S.R.A.

Social Studies

"Truck Driver"
Public Relations Department
American Trucking Association, Inc.
1616 P Street, N.W.
Washington, D.C. 20036

"Guidance Activities for Teachers of Social Studies." S.R.A.
No. 5-135

Language Arts

Hill, Wendell. Planning My Future. S.R.N. (A workbook in educational and vocational planning).

Lifton, Walter M. What Could I Be? SRA

Science

"Guidance Activities for Teachers of Science." SRA

"Science and Your Career".
National Science Teachers Association
1201 Sixteenth St. N.W.
Washington, D.C. 20036

Pamphlets from :
National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

Home Economics

Posters on Careers in Home Economics
J. Weston Walch
Portland, Maine 04104

"Planning My Future." SRA

"Home Economics for the Seventies." Illinois Teacher. Vol XIV, No. 4, (March-April 1971) $1.00
Home Economics Education - Illinois Teacher
342 Education Building
University of Illinois
Urbana, Illinois 61801

Mathematics

Pamphlets available from:
Council of Better Business Bureau
845 3rd Avenue
New York, New York 10022

Study materials for Economic Education in the Schools
Federal Reserve Bank of New York
33 Liberty Street
New York, New York 10045

Pamphlets from:
The National Council of Teachers of Mathematics
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

"Can I Be a Mathematician."
Public Relations Staff
General Motors
Warren, Michigan 48089

"What Good Is Math?" SRA

Industrial Arts

"Guidance in Industrial Arts"
T. Gardner Boyd,
Director-Industrial Arts
Kansas City, Missouri

"Can I Be A Craftsman?"
Public Relations Staff
General Motors
Warren, Michigan 48089

"Jobs in Building Construction Trades." SRA

"Your Opportunities in Industry as a Skilled Craftsman."

"Your Opportunities in Industry as a Technician."

Write to:
National Association of Manufacturers
2 East 48th Street
New York, New York 10017

Health

"Health Careers for You." Poster
Write to:
Health Careers
1301 York Road
Lutherville, Maryland 21093

"Horizons Unlimited."
American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

Art

"Art Careers"
Henry Z. Walck, Inc.
19 Union Square W.
New York, New York

"Cartoonist"
Chronicle Guidance Publications
Moravia, New York 13118

ORGANIZATIONS THAT PROVIDE INFORMATION ABOUT DISADVANTAGED AND MINORITY GROUPS

National Private Organizations

B'nai' Buth Vocational Service
1640 Rhode Island Avenue, N.W.
Washington, D.C.

Congress of Racial Equality
38 Park Row
New York, New York

Ford Foundation
479 Madison Avenue
New York, New York

N.A.A.C.P.
20 West 40th Street
New York, New York

National Urban League
14 East 48th Street
New York, New York

National Scholarship Service and Fund for Negro Students
6 East 82nd Street
New York, New York

Phelp-Stohes Fund
101 Park Avenue
New York, New York

United Automobile Workers
Fair Practices Department AFL/CIO
8000 East Jefferson Avenue
Detroit, Michigan

United Steel Worker - Committee Civil Rights